APPENDIX Y1

WSDOT Communications Standards & Guide

I-405, SR520 to SR522 Stage 1 (Kirkland Stage 1)

Request For Proposal
July 15, 2005

Washington State
Department of Transportation

Washington State Department of Transportation

WSDOT COMMUNICATIONS STANDARDS & GUIDE

Addendum #2
January 12, 2005

Washington State Department of Transportation

WSDOT Communication Standards & Guidelines

This information in this packet is designed to help WSDOT staff and contractors communicate effectively with the public. Those working on WSDOT projects, whether they are state workers or contractors, are expected to meet or exceed these standards for public communication. Our ultimate goal is to provide information that is relevant, accurate, consistent, and strategic; to reinforce WSDOT's key messages.

WSDOT's communications tools and standards change frequently to better meet the changing needs of the public. Please contact WSDOT communications staff members for updated standards and information. Attached you'll find:

Pages 5 - 7	WSDOT's Communications Philosophy
Pages 9 - 10	General Communications Tips
Pages 11 – 13	Using WSDOT Logos
Page 15 – 23	Correspondence Standards, Examples & Checklist
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Page 27	Sample Highway Advisory Radio Script
Pages 29 – 38	Working with the Media
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WSDOT Communications Philosophy

The WSDOT communications philosophy provides guidance on the intent of customer and employee communications. Written and verbal communications should reflect the principles and ideals listed below.

WSDOT is a Can-Do Agency

WSDOT communications reflect a "get to yes" philosophy. The department works to demonstrate how it responds to customer input, and, if expectations can't be met, an explanation is provided along with workable alternatives.

WSDOT Cares, is Customer-focused and Provides Two-way Communications

WSDOT maximizes opportunities to listen to its customers as well as employees and cares about what they say. Early input in project development is welcomed. WSDOT listens to concerns, addresses them when developing policies or projects, and communicates how it is responding to customer needs. The department addresses concerns at public meetings, through correspondence, by phone, via e-mail or on the web page. Providing an open communications environment fosters trust and teamwork, which in turn, maintains and improves public confidence in WSDOT work.

WSDOT sees the world from the users' perspective. Projects and programs are described from the perspective of the motorist, ferry rider or carpooler.

Coordinated Messages and Tools

Although WSDOT's communications are decentralized throughout the state, there is just one DOT and its messages are coordinated, as is its use of technology. Consistent information is available to WSDOT customers regardless of the source used to find it. Hard copy information (paper) may not always be the most current.

Key Messaging

The "who, what, when, where, why and how" of spreading the WSDOT word can be woven with key messages to tell our story.

WSDOT is a “brand” in the mind of customers. The WSDOT brand stands for transportation benefits, deliverability and accountability. The core key messages tell the public that:

WSDOT projects provide real benefits to commuters and our economy.
WSDOT delivers with on-time and on-budget performance.
WSDOT is accountable –We spend your money wisely.

The public needs to know when the lanes will be closed for construction, but also needs to know why construction benefits them. When possible, offer specific examples to illustrate key messages.

Many facts about WSDOT's work can be examples of successes. Following are sample messages tailored for specific public-information campaigns:

All drivers will benefit from the safety improvements to the corridors.

The Cayuse Pass was opened two weeks ahead of schedule.

The Service Patrol Pilot Program is another effort to find new ways to reduce delay caused by blocking accidents.

Commute Trip Reduction helped CH2M Hill in Bellevue save $73,000 through its parking management program.

WSDOT is the “brand”

The brand is what’s in the mind of the customers, not WSDOT press releases. The department works to create a positive brand association with its customers. The communications and actions support and reinforce WSDOT as a whole transportation agency - one DOT, regardless of region, mode, or office. WSDOT is the sum total of what its employees do. The WSDOT brand is deliverability, accountability, and transportation benefits.

Proactive

WSDOT is the first and best source of information about the agency whether the news is good or bad. The agency provides accurate, timely, complete and open communications on issues for which it is responsible. WSDOT takes the initiative to provide information about current programs, projects and policies. Public information is not a moving target and the department strives to provide accurate information the first time.

Strategic Communicators

In addition to project information, WSDOT looks for opportunities to communicate policy, budget or big-picture information. WSDOT public information officers are available to assist employees in determining messages.

“Retail” Communications

WSDOT speaks directly to customers whenever possible. Communications are tailored to individuals and their questions. The department speaks to people in person, through radio broadcast, via the web or letters to the editor.

Retail Communicators

Communications is a team effort that requires all 6,500 WSDOT employees to effectively deliver messages to the public in order to be successful. Each interaction with the public is treated as an opportunity to show how great WSDOT is. For more information or assistance, contact your local communication staff.

Employee Ambassadors

The WSDOT staff is ambassadors to the communities in which they live and work. Each has a responsibility to effectively communicate WSDOT programs, projects and policies to those who ask.

The Whole Story

WSDOT is the first and best source of good and bad information about its projects and policies. Sharing successes and admitting shortcomings gain credibility.

General Communication Tips

No matter who is on the receiving end of information, how the information is being given or what the topic is, there are general guidelines for communicating. Following the basic guidelines can benefit any communicator:

- Know the audience. Who will be reading/hearing this?

- Speak to WSDOT customers. Explain what, why and how it can benefit them.

- Write in short sentences for real people, not other planners, engineers or bureaucrats. Use English, not jargon, lingo or acronyms. The public doesn't know what a PE, PS&E, wye intersection or thri-bar is.

- Be conversational, but not slangy.

- Write with active verbs. Example: "I write active verbs." vs. "Active verbs have been written."

- Include who, what, where, when, why, how and how much. Explaining why is crucial so that people have a chance to understand what's behind projects.

- Describe locations by common geographical references, not by milepost.

- Think about web pages, news releases, fliers, presentations, etc., from the audience's viewpoint. Why is this important to them?

- What information will the audience most likely want/need to know?

- Support key messages with specific details. For example, "We are responsive" vs. "We are responsive and have made it possible for you to provide feedback to us via mail, e-mail and telephone."

- Always include a contact person's name, e-mail address and phone number for people with follow-up questions.

- Always have someone else proofread text.

- Use maps, graphics, pictures whenever possible, avoiding technical engineering drawings that may be difficult to read.

Washington State
Department of Transportation

Using the WSDOT Logo

As part of the Executive Council action of June 23, 1999, the official Washington State Department of Transportation logo is to appear on **every** *official agency publication* and *web page*.

An *official agency publication* means any printed or electronic communication to the general public, legislature, or other state, local or federal agencies, or "published" on the agency's Internet web pages. On Internet web pages, the logo’s location and size is determined by the agency’s web design guidelines.

Black, green and white logos, in various formats (PC and Macintosh) and types (eps, tif, jpg, wmf, etc.,) are available for downloading from WSDOT Graphics’ web page: *www.wsdot.wa.gov/Communications/GraphicCommunications/*

If you need additional assistance, call WSDOT Graphics at (360) 705-7423.

Three versions of the WSDOT logo have been developed for specialized uses.

For official publications, letterhead and Internet use, this is the only logo to be used:

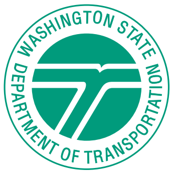
Washington State
Department of Transportation

For **WSDOT divisional logos**, the name of the division appears under logos’s text, using a typeface similar to the one in the logo (Helvetica or Arial). The address goes under the division’s name. Note that all of the text aligns on the left.

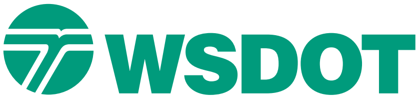
Washington State
Department of Transportation
Engineering and Regional Operations Division
310 Maple Park Avenue SE
P.O. Box 47300
Olympia, WA 98504-7300

The following versions of the WSDOT logo have specialized purposes. These two logos are **not** to be used on any publications.

The **Seal** version is to be used only for specialized purposes, such as service pins, key chains, and other small objects. It can also be used for certificates of appreciation (but not on official certificates, i.e. retirement).

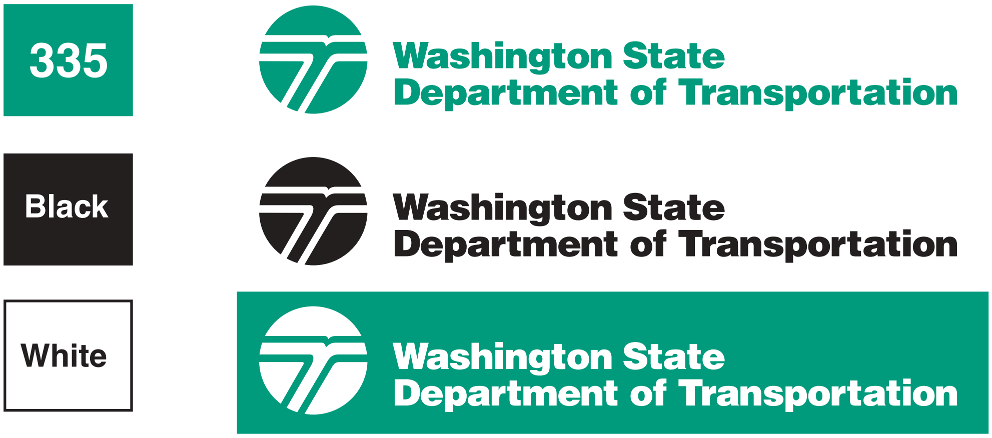

WASHINGTON STATE
DEPARTMENT OF TRANSPORTATION

The **Acronym** version is to be used only in places where the agency name is well known (and where the name will be spelled out nearby) and for other specialized purposes, such as hard hats, Incident Response trucks, pins, pens, key chains, or other small objects.



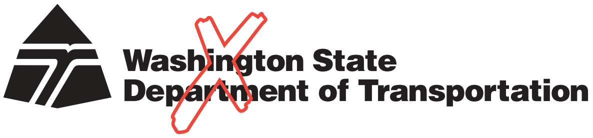
Additional WSDOT logo information

The preferred color of the logo is green (Pantone 335). It may be printed in black or white (as a reverse). The only time another color may be used is in publications with only one ink color. In this instance, the logo may be printed in the same ink as the rest of the piece.

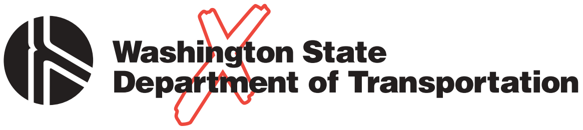

335
Washington State
Department of Transportation
Black
Washington State
Department of Transportation
White
Washington State
Department of Transportation

The following logo variations* are not allowed

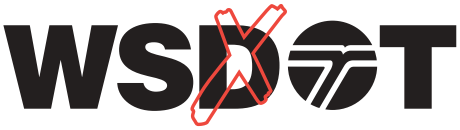
Placing the mark into other shapes


Washington State
Department of Transportation

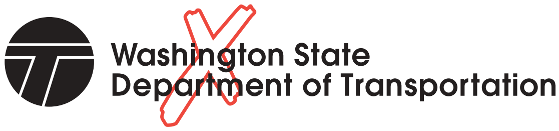
Turning the mark


Washington State
Department of Transportation

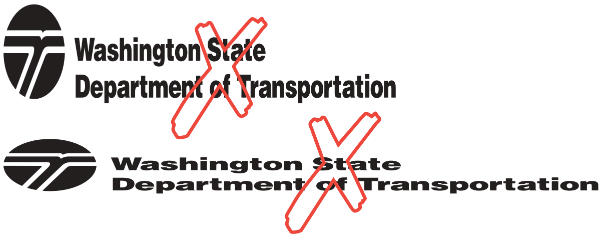
Using the mark as art or letters



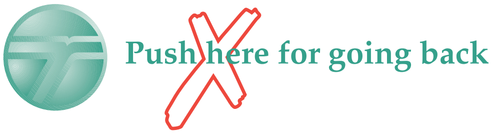
Recreating or redrawing the logo


Washington State
Department of Transportation

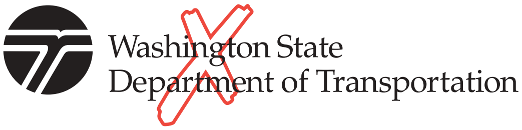
Condensing or stretching the logo


Washington State
Department of Transportation
Washington State
Department of Transportation

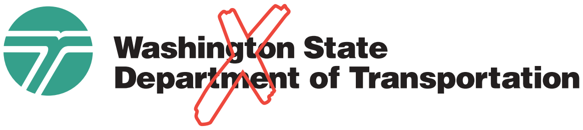
Using logo for Internet buttons


Push here for going back

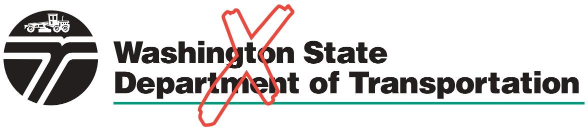
Using incorrect font – use “Helvetica Black”


Washington State
Department of Transportation

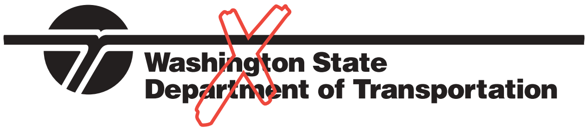
Making the logo in two or more colors


Washington State
Department of Transportation

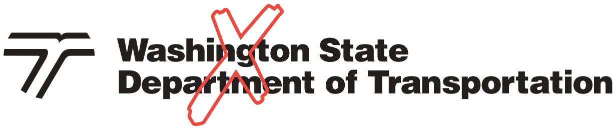
Adding or deleting elements to the mark


Washington State
Department of Transportation

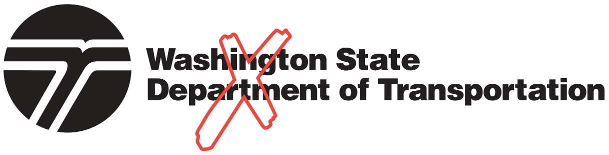
Extending or modifying elements of the mark


Washington State
Department of Transportation

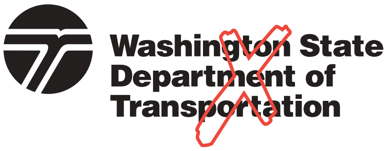
Using the “inside” of the mark


Washington State
Department of Transportation

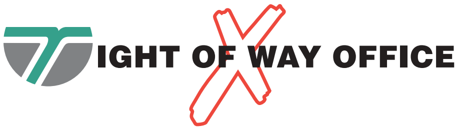
Changing size relationship between mark and text


Washington State
Department of Transportation

Using 3 lines for logo text


Washington State
Department of
Transportation

Using mark’s elements to create new logo


IGHT OF WAY OFFICE

* All of these variations appeared on official agency communications.
Please direct consultants, vendors, and others who need a WSDOT logo to the WSDOT Graphic’s web page:
www.wsdot.wa.gov/Communications/GraphicCommunications/

WSDOT Correspondence Standards

Following are some samples and how-to's for WSDOT correspondence. This document also includes a correspondence checklist to make sure everything is covered.

Actual letters and emails, prepared by WSDOT employees, have been used to provide positive examples of correspondence. Composites of correspondence have been used to create examples that demonstrate where improvements could be made.

Positive Example #1

This email was in reply to a customer's complaint about the icy condition of the freeway. She wanted to know where DOT's sanders and de-icing trucks were.

Hi Stacey,
I am sorry you found the roads so slick on Monday the 28th. We had all of our sand trucks out working that morning.

On Sunday night and Monday morning, temperatures were difficult to predict. Freezing was not area wide, and we had spots that froze, then the temperature would come back up and the road would be wet. I believe that this made some drivers overly confident.

I was in at 5:00 AM that morning asking our public affairs person to please advise the television stations to remind people to slow down in order for the sand to remain effective on the freeway. I explained it takes a sand truck 45 minutes to an hour to make a pass on its assigned route, plus the extra time to reload when necessary. It only takes about ten minutes of vehicles (especially big trucks) doing 70 miles an hour to blow that sand off the traveled portion of the highway. The fact that the excessive moisture had made our anti-icing material mostly ineffective didn't help at all. My people who do this work, do their best to make the highway as safe as possible. We all live here and have family and friends that travel the highways daily, as you do. Sometimes the weather wins for a while, but we strive to not let it win for long. Please accept my apology for your stressful drive in on that Monday.

Thank you for taking the time to contact us on this issue. If, in the future, you have concerns or comments regarding highway maintenance or other transportation issues in the Mount Vernon area, please feel free to contact me by E-mail, phone, or at my office.

Ted
Ted Dempsey
Maintenance & Operations Superintendent
NWR, Maintenance Area 2
(360) 428-1386

What was good

- Being empathetic.
- Explaining the difficulty in being able to effectively do our job under these conditions.
- Explaining what happens and why our actions may not be obvious to motorists.
- Lets her know that we are part of the community and care what happens on the highways.
- Thanking her for writing and inviting further contact.

Positive Example #2

This was written to a customer who had a suggestion to include underground parking as part of the Alaskan Way Viaduct options.

Thank you for your email, and for sharing your creative idea to provide additional underground parking as a part of the Alaskan Way Viaduct project. We are in the very early stages of analyzing what might be possible so your timing is great.

We are looking at concepts along Alaskan Way of a cut and cover tunnel, elevated structure, or boulevard. Bored tunnels are also being evaluated under 1st and 2nd Avenues, as well as 5th Avenue.

Some of the design alternatives currently under consideration lend themselves to accommodate additional parking as well as local, pedestrian/bicycle access, and ferry holding lanes. At this time, we are investigating various combinations of the alternatives to determine which ones will best meet all the needs of the users of the corridor in the most economical way, with the least disruption.

Thanks again for your ideas. Should you wish further information, or would like to discuss some of the specific issues, please feel free to contact me [Maureen Sullivan] at (206) 440-4696 or Tom Madden at (260) 768-5861.

What was good

- Thanking the author, and recognizing the creativity and timeliness of their ideas.
- Addressing his question, and detailing some of the issues it raises.
- Providing a specific person to contact, and an invitation for further dialogue.

Positive Example #3

The response below was sent to a customer who had questions about repair of a damaged right-of-way fence and options for its replacement.

Good Morning, Kim. My name is Steve Canter and I am the Maintenance Superintendent for WSDOT in the Vancouver area. We noted the fence damage along 17th Avenue on October 24th and ordered supplies for the repair. I checked with the Lead Technician for that section of highway and he advised that we have all the materials on hand and the repair operation is scheduled for this week.

Regarding your question about replacing the right-of-way fence with a sound wall of some sort, that question will be best answered by someone in our Project Development office.

I have had a phone conversation with Rick Keniston (360-905-2171) about this matter and I'm sure he will be in touch with you. If I can be of further assistance please "E" mail or phone 360-905-2130.

What was good

- Clearly identifies his expertise in answering the questions
- States that we are aware of the problem, indicates what action has been taken, and lets the customer know when they can expect it to be fixed.
- Lets the customers know he is not the expert on a secondary issue, but that he has referred the question to someone who can answer.
- Provides contact information.

Positive Example #4

The following reply was in response to a customer's report of bridge damage that he had spotted.
Steve,
We are aware of the damage to the Stillaguamish River Bridge at southbound I-5.
You are correct, it was an over-height vehicle, and it did happen a while ago. This type of damage, although it looks bad, is considered to be cosmetic and not structural.

Our bridge crew is scheduled to go on nights for a couple of weeks in October (because this type of repair work requires closing two lanes of I-5, it has to be done at night). It is on their schedule.

I would like to thank you for reporting this damage. We have learned in the past that concerned citizens like you, who report bridge damage, can be a valuable resource to us.
Archie Allan
NW Region Bridge Maintenance

What was good

- Acknowledges the problem.
- Confirms the customers assumptions, and explains the "why" and "how" of our repair plan.
- Lets the writer know that we value and invite his comments.

Learning Example #1

This example is based on a response to a customer who felt his 60-minute delay in a construction work zone was excessive. He claimed no traffic was moving through in either direction, and suggested that a detour be established if this was to be a typical wait during this project.

It's possible that you waited that long. We try to let opposing directions of traffic through the one-way area every 15 minutes, but if traffic is heavy, it never clears in one direction before we begin letting the opposite direction go through. If there were enough vehicles waiting on one side to make up three groups of vehicles, and we stop them for 15 minutes to let the other direction go through, we could easily end up with cars waiting an hour to go through the area.

We were unsuccessful in our attempts to negotiate detours with the county. I'm sure the locals know how to get around the work area, but we can't put up detour signs.

What was good

- We attempted to explain how our traffic control is intended to work and how heavy traffic volumes can affect the flow.

What could be improved

- We could have empathized with him: "I'm sorry for the delay and inconvenience you experienced at our construction worksite. I understand what a frustrating experience that can be."

- The first statement about his wait may send a message that we doubt him. He has already told us that his wait did happen, so certainly it's "possible."
- Our statement about negotiating a detour with the county likely raised more questions than it answered. A clearer explanation might have been:
- "Traffic from a state highway cannot be detoured onto a county road or city street without permission from the government entity that owns the road or street. In this case, we were unable to negotiate an agreement with the county to establish a detour route because…(the volume of traffic is more than the road is designed to handle, or the only possible route would have been confusing and requires many turns, or the detour was through a residential area that is much different from the state highway, or whatever the case may be…"
- The comment that the locals "know how to get around," was not helpful. We don't know that he is not a "local." If he is a local, the message our comment sends may be taken as an insult.

Learning Example #2

In this example, the customer had asked for information about the number of miles of new road construction over a series of three-year periods, starting in 1972.

Thank you, for your recent inquiry to the Washington State Department of Transportation.

After researching your question, I found out that the Washington State Department of Transportation does not have archive files of state highway lane miles constructed. We also do not track, specifically, new lane miles constructed. However, we keep a log of total current lane miles in our State Highway Log, via the Department's website. If you wish to see current lane miles in the state of Washington, you may access our website via this link (Adobe Acrobat):

http://www.wsdot.wa.gov/ppsc/TDO/SHLLetter.htm.

The customer wrote back to express his disbelief that the Department would admit to not maintaining records of its activities, and afterwards received this response:

We actually do have records on current "new lane mile" construction. The information is in "draft" stage and not ready to be viewed by the public; thus, my response. After sending the email to you, however, I decided to check with another source. I will be in touch with you soon, for I think I can track down archive files - but it may take awhile.

What's good

- Thanking him for writing.

What could be improved

- The person attempting to respond likely had good intentions of being helpful, but ended up providing confusing information. It would have been better to forward the email to someone with first-hand knowledge of the subject matter.
- Initially claims not to have archive records, but then later states that the records can be tracked down. Even though we were unable to provide the specific data requested, there is no attempt made to provide an estimate based on the information we do have available. Instead we send him to a web site to do the calculations and try figure it out on his own.
- The claim that the data actually is available but not ready for public viewing, gives the appearance of making an excuse for providing the wrong information to start with.
- Some of the records being requested are up to 30 years old - given this, one would wonder how long it takes for them to be "ready." We do not indicate when the information will be ready. Alternately, we could state that the information is still in draft form and will be completed by (date)…we'll send it to you then.

Learning Example #3

This example is based on a response to a customer's question about whether there had been a slide blocking the highway on a specific date.

Attached are the radio logs for X Region for (date). These are the documents we have per your request for Public Records.

The Department of Transportation charges $.15 per copy for individual sheets reproduced on a copier and actual cost for reproduction of other forms or records. Due to the small amount of paper work generated we will waive the fee on a one-time basis. (Two pages of hand-written radio log book pages were attached.)

What could be improved

- A simple response could have been: "Yes, our records indicate there was a slide reported on (date) near (location) on State Route X." or "No, our records do not indicate a blocking slide on (date) on State Route X." Instead, our message is, here is our log - you figure it out - and next time we're going to charge you.

- If the customer had then requested some form of official documentation, this would be the time to explain the Freedom of Information Act fee requirements.

NWR Correspondence Checklist

- ☐ Was the letter or email originally sent to someone else? If so, explain that and let the recipient know why you are answering.
- ☐ Did you thank the author for taking the time to write? They are doing us a favor by providing us with customer feedback
- ☐ Did you acknowledge the author's frustration, experience, and/or inconvenience?
- ☐ Did you address all of the author's key issues?
- ☐ If we made a mistake, own up to it, and tell the author how we will prevent a repeat.
- ☐ Is your answer clear and concise? Shorter sentences are easier for most people to read and understand.
- ☐ Did you avoid using acronyms and jargon? Terms may be common to us, but the general public may not understand what they mean.
- ☐ Did you keep your letter short? One page is a good target.
- ☐ If you are drafting a response for Secretary MacDonald's signature that requires a long and detailed explanation, create an attachment to accompany a one-page letter.
- ☐ Will your response meet the Department's standard turnaround time?
- ☐ If you know that gathering all the information needed for a complete response will take a longer period of time, send the customer an interim response.
- ☐ Did you include a name, phone number and/or email address of a contact person in case more information is needed?
- ☐ Has a second party reviewed the letter for content, spelling, grammar, and tone?
- ☐ Has the letter been signed by an appropriate Department official?
- ☐ Until further notice, all Governor, Commission, Secretary office correspondence will be signed by the RA or higher.

If you have something to say about HOV access, we're listening.

Share your point of view on our proposal to open Eastside high-occupancy vehicle (HOV) lanes to all vehicles at night and to charge tolls for solo drivers using carpool lanes mid-day.

Open houses:

Bellevue
Wednesday, January 8, 2003
6:00 p.m. to 7:30 p.m.
City of Bellevue Council Chambers
11511 Main Street (@ 116th Ave. SE)

Kent
Thursday, January 9, 2003
6:00 p.m. to 7:30 p.m.
City of Kent Council Chambers
220 Fourth Ave. S (@ West Gowe St.)

View our proposal: www.wsdot.wa.gov/hov/pugetsoundeval/default.cfm
Email your comments to nwhov@wsdot.wa.gov by January 7, 2003.

Washington State
Department of Transportation

WONGDOODY No. 02.WAS.114 **Epro No.** 1202034
AD: 02.WAS.114-6.431X6 ST/PI
b/w / 85 line
Pub: Seattle Times/PI
Fonts: Helvetica, B Helvetica Bold, Times

December 23, 2002
EPRO: GS

CD ___________
AE ___________
AD ___________
CW ___________
PM ___________
ED ___________

If you have something to say about weed control near highways, we're listening.

Noxious weeds and overgrown brush next to highways can be a hazard to the environment, agriculture, and drivers. We use herbicides and other proven methods to control weeds and keep highways safe. Learn how we're reducing herbicide use, controlling noxious weeds, and review our draft Whidbey Island Integrated Vegetation Management Plan.

Open House: Tuesday, April 6, 2004
6:00 p.m. to 9:00 p.m.
Coupeville High School
501 South Main Street

http://www.wsdot.wa.gov/maintenance/ivm.htm

Contact Dustin Terpening at: (360) 757-5997
or via e-mail at: Terpenid@wsdot.wa.gov

Washington State
Department of Transportation

Americans with Disabilities Act (ADA) Information: Individuals requiring reasonable accommodation may request written materials in alternate formats, sign language interpreters, physical accessibility accommodations, or other reasonable accommodation by contacting Dustin Terpening at (360) 757-5997. Persons with hearing impairments may call Washington State Telecommunications Relay Service TTY 1-800-833-6388, Tele-Braille 1-800-833-6385, Voice 1-800-833-6384, and ask to be connected to (360) 757-5997.

38th Street Interchange HAR messages

Message 1: FCC HAR-identification information (recorded by Jennifer Marty).

Message 2: This introduction and general information remains constant: Updated 10/29/01

Hi, this is Ann, bringing you an update for state department of transportation's 38th Street Interchange project. We're pleased to announce that the new bridge is now open to traffic. The new, wider bridge is designed to improve traffic flow for better access to retail areas, and new traffic signals have been added at the ramps to increase safety for motorists getting on and off the freeway.

Kuney Construction Company of Spokane is the builder of this project.

Construction activities will continue through November to finalize the project and work affecting travel on I-5 is being performed at night. Please watch for signs and barriers when diversions are necessary. Project workers appreciate your care and patience when driving in this work zone.

Updated 11/13/01:

Message 3: Traffic impact information updated as necessary:

On Tuesday, November 13, the southbound frontage road will be closed from 9 p.m. to 5 a.m. for drainage work. No closures are scheduled on Interstate 5 as part of the 38th Street project this week.

However, guardrail installation along southbound I-5 will close the right lane between the Tacoma Dome and 38th Street. Work hours are 9 p.m. until 5 a.m. nightly.

If you would like to know more, please call Transportation Secretary Doug MacDonald at 360.705.7054. Additional information about this project can also be found on the Department of Transportation's web site at www.wsdot.wa.gov. Please drive safely.

Understanding the Media

The role of the reporter

To effectively deal with the media it is best to understand the role of the reporter and requirements of his/her job. The average news reporter develops stories on a regular basis. Some are "hard" news stories, some are "softer" features and some are personal points of view columns.

Regardless of the type of story, inevitably the reporter must find the "news" in it.

Keep in mind the following basics to develop relationships with reporters:

- **Reporters are professionals**
  Reporters get paid to do a good job. Their professional credo is to represent a story fairly and not necessarily from the agency's angle.
- **Reporters work within a highly competitive environment**
  Competition among media outlets to cover a story first is very strong.
- **Reporters can be cost-effective marketers**
  Generally there is no huge budget for public outreach campaigns – reporters are great resources for informing and involving the public.
- **Reporters have limited time and staff resources**
  Deadlines drive reporters' quest for information. Often the information is needed immediately and they have limited time to do the research necessary to adequately understand the issue.
- **Reporters are not always advocates**
  Remember the reporter will think primarily in terms of column inches and airtime – whether the person being interviewd has won them over or not.
- **Reporters are not your enemy**
  It is quite possible to educate reporters on issues and positions that can potentially produce favorable coverage.

Additionally, the following tips can help make experiences with the media positive ones:

- **Work within reporters' timeframes**
  When a reporter requests information, always ask for their deadline – is it in a week or one hour?

- **Be considerate of the deadlines**
  If calling reporters just before their deadline, acknowledge it is bad timing and explain the urgency of the call.
- **Don’t neglect or overwhelm reporters**
  The media have a variety of stories to cover, all with deadlines. It is important to return their calls, but try not to inundate them with calls and information.
- **Never be combative**
  Refrain from engaging in arguments with reporters ever if he/she wrote something unfair or untrue. State the agency’s case calmly and look for other ways to affect the reporter’s views.
- **Act as a year-round resource**
  Be a resource to reports on a regular basis as opposed to during initial construction of a project. Provide key pieces of information and fact sheets on projects, and send descriptions and events related to the project.
- **Capitalize on Every Opportunity**
  When a reporter calls, regardless of the premise, seize the opportunity to speak through the reporter to the general public.

###

When the Media Calls

A Seattle P.I. reporter is on the phone and wants information about the reduced speed limit on Interstate 5. Don't panic – refer to the following:

- Note the reporter's name and publication or station affiliation.
- Be sure the right person is answering the reporter's questions. (If it is not you, or you're unsure, get the reporter's number and contact your communication office for referral).
- Let the reporter explain his/her story before answering any questions.
- Ask the reporter if responses will be taped directly off the phone. Radio reporters often conduct this type of interview so if that is the case prep time may be needed. It is ok to explain you need time to study data or gather information and assure the reporter their call will be returned within a few minutes.
- Know from the very beginning of the conversation anything said or written will be quoted or broadcast.
- Always respond promptly to media queries or refer queries to the region or headquarters' communication offices for disposition.
- Ask when the story will appear/air.
- Contact the communications office and recap the conversation or send in a media contact report.

Media Interviews

Giving interviews to the media is one of the best opportunities the agency has to "get the word out" to the public. Prepare ahead of time and the interview will run smoothly. When preparing, consider the following guidelines:

General Tips

- **Talking points**
  Prepare “talking points” on key messages. Read them, refine them, rewrite them and rehearse them. For any interview, three strong concise messages are usually enough.
- **Be the source**
  Many stories are assigned with a tight time frame. This means a reporter often will have little time to research the story before the interview. Never assume the reporter understands the subject. Explain information as if it is new to the reporter.
- **Be succinct**
  In radio and television, journalists want a spokesperson that expresses ideas succinctly. Reporters are always looking for the five or ten second quote that highlights the agency’s side of the story.

Before the interview

- **Know the angle**
  Be well versed in the subject. Ask the reporter in advance what angle he/she is interested in talking about.
- **Use your messages**
  Prepare short, simple answers and easy explanations to anticipated questions in advance. Think in visual terms. Review talking points. Stay “on message.”
- **Remember the aesthetics**
  If the interviewer is coming to the office, find a “good visual” location with a banner or logo behind the interviewee.
- **Know the reporter**
  Read other articles the reporter has written. Talk to others who know the reporter. And, before the interview “officially” begins, try a little small talk with the reporter. Sometimes an interviewee stands a better chance of fair treatment if perceived as personable and human.

During the interview, Do’s and Don’ts

Do:

- **Relax**
  Stay relaxed and focused. Reporters never ask the exact question practiced, so be clam and ready.

- **Be cooperative**
  Most reporters are just doing a job. Reporters are offering to the agency's story. Use their medium to further the message.
- **Beware of "the pause"**
  Sometimes after answering the reporter's question there is a long pause. Do not feel the need to fill in that empty conversational space with more details. Many reporters are experts at coaxing more information from a source through extended pauses in a conversation. Answer the question and wait for the next question.
- **Be brief, especially when talking to radio or television reporters**.
  The technological constraints of the radio and television industries demand short, punchy stories. Help reporters by giving brief and to-the-point sound bites on the topic.
- **Keep it simple**
  Don't assume even the most educated viewer will be familiar with the project or operations. Keep it simple or lose the viewer.
- **Include the question in the answer**
  Since there will be no reporter in the story, the audience will not hear the question in the final feature. If the reporter asks why a roundabout is being built at a certain interchange, begin the answer with, "A roundabout was chosen for this interchange because…"
- **Avoid the bait**
  Reporters can be curt. Don't be baited into a defensive reaction. The reporter is not an enemy or friend, just a liaison between the interviewee and the audience. Never be tempted to answer a question if unsure of the answer **– it is ok to say, "I don't know" or "I am not the appropriate person to answer that question."**
- **Keep the reporter focused on your side of the story**
  Many times a reporter will ask questions that divert the interviewee from the intended message. Use phrases such as, "That's an important issue, but …" or "I understand some people have that opinion, however…"
- **Accentuate the positive**
  In situations where an organization or individual has made a mistake, be honest. However, stress the organization's quick response once the mistake was revealed. Or, explain how the agency stepped up to respond to a negative situation.
- **Stay "on message"**
  Use key messages, making two or three key points as early in the interview as possible. Continue to go back to those two or three points throughout the interview.
- **Stay "on record"**
  Avoid going "off the record" with a reporter. Never say anything to a reporter that wouldn't be appropriate for the evening news.
- **Take the high road**

If an opponent is also present, avoid the temptation to rebut their comments. This dignifies their comments and detracts from the message.

Don’t:

- **Memorize answers**
  It is next to impossible to memorize lines and deliver them, while looking and sounding natural. Respond naturally, as if an interested friend were asking questions across a table.
- **Speculate**
  Guessing is never a good idea. If unsure, don’t offer an answer, it only makes the interviewee look bad.
- **Argue with a reporter about a story’s news value**
  Reporters can be insulted if the interviewee thinks they know more about “news” than the reporter, even if there is every possibility that the interviewee does. If a reporter thinks something is important enough to call on, humor him.
- **Say “No comment”**
  The phrase has a negative connotation. A “no comment” is a sure way to make it in the story as the source of the problem, not the solution. Instead, say something like this: “We can’t say anything at this time” or “The details of that agreement will be available next week.”
- **Stonewall**
  Pretending not to know the answer to a question when the reporter knows that isn’t true is not a good idea. The best advice is to be honest. For example, explain that the information will be available next week or that a different group has the final draft. Either way, make it clear the information will be available at a later date – so as not to be seen as “holding back.”
- **Refuse to be named**
  Reporters should never offer to make an “unnamed” source. If the answer given can’t be stood behind, it shouldn’t be said.
- **Ask to see a story before it is printed**
  Reporters hate to share drafts with sources. Reporters are not public relations writers and they resent the intrusion. If there is the feeling a reporter has missed your point, interviewees should follow up with the details in writing.
- **Joke with a reporter**
  That same joke isn’t funny when it’s in the newspaper, especially if it embarrasses the interviewee or the agency. Assume everything said to a reporter is going in the story, including off-color jokes or flippant references to the new tax increase.

Additional tips for television interviews

- **Don’t wear a hat or sunglasses**
  Some people are put off if they cannot see a person’s eyes.
- **Wear dark colors close to the face and refrain from busy patterns in your shirts and ties**

White shirts close to a person's face can wash out color and busy patterns can distract viewers' attention away from what is being said.

- **Men and facial hair**
  Beards, goatees or mustaches should be well groomed. Shave beforehand for evening interviews. A 5 o'clock shadow or otherwise unkempt appearances will distract from the message.
- **Forget the camera**
  Talk to and look at the person asking the questions for a more relaxed and sincere appearance.
- **Brevity of answers is important**
  Trying to tell a story in one breath won't work for the television medium and the other side of the issue may get a better quote. Let the reporter ask the questions and it will help shorten answers. The answers will sound fine on television and background answers can be provided at the end of the interview if there is the feeling that the reporter missed a question.

After the interview

- **Follow-up**
  Call the reporter after the interview is concluded and ask if any other information is needed.
  Provide the region or headquarters' communication office a written recap of the interview detailing who the reporter was, with what company, the gist of the interview and when the story will run.

The Results

- **Thank the reporter for the story**
  Whenever a story is written accurately and fairly, a thank you note or phone call is appropriate.
- **Respond to inaccurate information**
  If there is incorrect information in the story, stay calm. Call the reporter as soon as possible to alert them of the mistake. If presented in a friendly manner, the reporter will usually be thankful for the feedback and provide a retraction if necessary.

-###-

What is News?

Will the project or issue get the press' attention? The media will judge the value of potential news items by the following criteria:

'Man Bites Dog'

Regardless of the type of story, inevitably the reporter must find the "news" in it. News is this: Reporting what is new or not normal. For example, "Dog Bites Man" is boring and not news. Dogs bite people all the time. However, "Man Bites Dog" is unusual and it could probably play across the top of most major newspapers. Therefore, when talking reporters remember they are looking for the "Man Bites Dog" headline.

The media will judge the value of potential news items by the following criteria:

- Timeliness – Material must be recent, current or near-term.
- Proximity – Local people, events, governments and a local slant on a national story are good local news.
- Impact – When a subject affects people more profoundly, it's more newsworthy.
- Magnitude – If a subject affects more people, it is more newsworthy.
- Conflict – Differences between citizens or government agencies are often news.
- Prominence – This could also be called the "celebrity" factor (e.g. Elvis was seen at the multi-modal center).
- Oddity – Not to be confused with prominence, this is the "man bites dog" type of story.
- Human interest—Children and animals make any subject more newsworthy.

Most of our news releases are sent to the media in one market area. Therefore, proximity is inherent. If we plan ahead, our news should be timely and make an impact. Stories about conflict and oddity seem to have their own way of getting into the media whether we like it or not. Don’t over-estimate the magnitude of your project, but don’t sell it short, either. The best approach is to capitalize on as many of these values as you can, IF they are relevant to your story.

For more information on ways to “pitch” your story to the media, see Communications Toolkit pages on press releases, press conferences, news tips and interviews.

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Washington State
Department of Transportation

Presentations D-O-T Style

Know your message. What is the one thing you want the audience to remember when you are through?

Examples: The Incident Response Program helps motorists keep moving
HOT lanes help traffic in all the lanes move faster

To Power Point or Not to Power Point?

Reasons Not to Power Point:

Logistics
Operator error
Equipment failure

People use the template to create their speech.

The program should support what you want to say, not drive the presentation

People read their presentation from the Power Point instead of addressing the audience.
People spend more time focusing on the software gizmos and tricks than on what to say.
Power Point is not set up for detail, data.

If you do Power Point:

Rule Number 1 –

If you ***must*** use Power Point, write your speech first.

Rule Number 2 –

If you ***must*** use Power Point, it should supplement/complement your presentation, not be your speech.

Rule Number 3 –

If you ***must*** use Power Point, don't use the animations, background color schemes, fades and other whiz bang options just because they are there. If improperly used, they only distract from the point you are trying to make.

So, what's a girl (or guy) to do?

WSDOT's Newest Tool: 11 x 17 brochures
An effective 11 x 17 can include more content than a lengthy Power Point presentation.

Cover

Mix of white space, photos, introductory comments and "pullout quote"
The "pullout" should reflect what you want people to take away – messaging – The story you want to tell
Date

Inside

The details – work plan, graphs, charts, stats
The story you want to tell – the details to support your messaging. story
"Transportation Operations "

Back

More "story support," "next steps," "conclusions" "third party testimonials"
Contact info, web address

Guts/Inserts

For really detailed info – such as the Nickel project list or CEVP cost estimates

Rule Number 4 –
Graphics, charts, color or software programs should support your message not distract from it.

Tips to Consider for Presentation Materials of any Type:

- Simple layout with clean lines.
- Black and white will work for most purposes – use gray scale for easy copying.
- Photos tell a million stories – make sure you use the right one.
- No background colors (if someone else copies it, it will be hard to read).
- Use the same font throughout a presentation. **Bold** and *Italics* can add visual variety
- Use an appropriate font for the publication (not too informal or *hard to read)*
- No 3-D bar charts – visual distraction
- Clear title to explain chart
  - "Incident Response: Average Clearance Times"
  - Sub title to reference time frame, "July 2002 to March 2003"
  - Don't need axis identifiers
- Include descriptors for trend lines
  - "Incidents lasting 15 to 90 minutes"
  - "For all incidents"
- Color should only be used to highlight something you want to call attention to

Need Help?

Contact the Graphics Office, 360.705.7423
Connie Rus, Graphics Manager

Effective Presentations

> "PowerPoint allows speakers to pretend that they are giving a real talk, and audiences to pretend they are listening,"
>
> Edward Tufte, noted information expert and Yale professor

> "… clear-thinking, articulate people using PowerPoint are transformed into muddied, monotonous speakers who shoehorn thoughts into bullet points and anesthetize audiences with their slide shows."
>
> Shane Harris, Government Executive magazine

> "Don't show up with another PowerPoint presentation to the Commission or the public unless you've read Edward Tufte's *The Cognitive Style of PowerPoint* and are prepared to discuss how your presentation avoids the pitfalls so clearly, tersely and, I'll say, sometimes riotously, described."
>
> Doug MacDonald, Washington State Secretary of Transportation

We've all sat through mind-numbing presentations featuring bland verbal recitation of bulleted phrases flashed on PowerPoint slides. While presenters may find the ease of using PowerPoint tempting, making effective presentations requires strategic thinking, advance preparation and hard work. Your ultimate goal: Relevant information artfully presented.

Should I make this presentation?

Effective presenters provide relevant information in a manner that engages and enlightens. That's a significant challenge, so don't take an invitation to make a presentation lightly.

If you don't have anything meaningful to say, then don't make the presentation. Ask yourself some tough questions before accepting:

- Do you have important information to convey to this audience?
- Do you have time and resources to adequately prepare?
- Are you willing to make time and find resources to adequately prepare?
- Is this information truly relevant to this audience?

If not, then decline the invitation. If so, get ready for some hard work.

Preparing a presentation is hard work

Planning your presentation well in advance is a wise investment.
Ask yourself some key questions when planning your presentation:

- What is the purpose of the presentation?
- Who is the presentation for?
- How will they use the information I present?
- What do they know now?
- What do they want to learn?
- What's my key message?
- What kind of supporting information will be most effective or useful?
- How do I make this information engaging and useful?
- What should my audience see, touch, feel or take away with them?
- What kind of presentation will work best for my audience?

Note that these questions are focused on the audience not the presenter.

Focus on your audience; do the work

Design your presentation to meet your audience's needs. If additional research or work is necessary to make your presentation relevant and useful to your audience, do the work before making your presentation.

No PowerPoint? Now what?!

Unfortunately, there's no miracle tool that will make it easy to prepare your presentations. Cookie-cutter approaches—like those PowerPoint offer—just don't work.

Have you ever noticed how eyes glaze over when a PowerPoint slide show begins? PowerPoint has significant inherant flaws, most of which are explained in:

- "Missing the Point" from Government Executive magazine http://www.govexec.com/features/0904-01/0904-01s3.htm
- Edward Tufte's *The Cognitive Style of PowerPoint*

While PowerPoint isn't banned for presentations, it should be thoughtfully and appropriately used.

Compelling information simply and clearly presented is the foundation of any effective presentation. Because the information is useful and compelling to your audience, it often doesn't need adornment.

Your presentation method should be appropriate for your audience, your content, and the purpose of your presentation. Presentation methods and tools should enhance the information by making it even more relevant, enganging, and meaningful. Any visual tools you use should add depth and richness to your presentation. Consider:

- thoughtful, well-prepared hand-outs
- pass around a sample
- let your audience see, touch, try or taste
- use photos and information-rich charts, graphs and maps
- allow interaction

To improve your presentation skills and get ideas about how to make presentations that artfully present relevant information you can:

- watch an effective presenter and note what made their presentation effective
- talk to talented presenters and get their advice
- practice your presentation in advance, perhaps even testing it on a colleague
- participate in Toastmasters
- read Edward Tufte's articles and books on the visual presentation of information

Guidelines for Visual Aids

1 Visual aids are not the presentation

Develop an outline and a script. Then make visual aids. Supplement the visuals with your script.

2 Use TRB standards *(Transportation Research Board)*

3 Start right

Make sure your software is set up with the right defaults. Use or develop a template.

8 1/2" x 11"
overheads (letter)

8" x 10"
overheads

7 3/8" x 9 7/8"
on-screen

7 3/8" x 11 1/8"
slides

4 Be brief

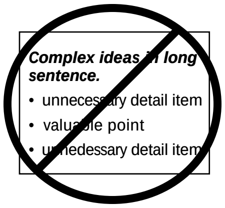
Summarize. Use no more than six words per line, no more than six lines per slide.

5 Be consistent

Pick simple type and a few colors and stick to them. Using templates will help.

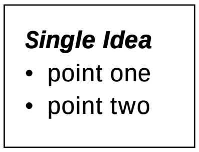
6 Eliminate detail

Eliminate all extraneous information. Simplify drawings, charts and tables. Use no more than 10 or 15 words. Show trends. If you require detail provide handouts. Good slides are seldom made from drawings or tables intended for print.



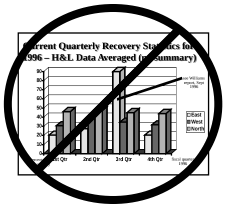
Complex ideas in long sentence.

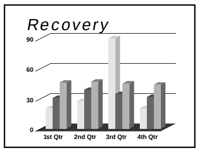
- unnecessary detail item
- valuable point
- unnedessary detail item



Single Idea

- point one
- point two





7 Use the space

Use the entire image area, leaving some clear area around the edges.

Guidelines for Visual Aids – continued

8 Use the right type

a Make the height of the letters and numbers as large as possible, at least 24 point.

b Use simple typefaces like Helvetica. Some typefaces are designed narrower – compensate.

c Use medium or bold typestyles.

d Don’t use drop shadows, except perhaps for headings.

e Use liberal and consistent leading (line spacing) throughout

f Justify text on the left. Don’t justify on the right. Certain text elements can be centered.

g Size type appropriately. Headings are largest, subheads next in size, body text next, item descriptions and chart values smallest, but no less than 24 point.

h Use upper and lower case letters.

9 Use the right colors

a Use contrasting colors, light letters on a dark background. Avoid red. Graphics usually uses yellow type on a dark blue background.

b Use color to emphasize. Don’t use too many colors, about three or four. Use color consistently throughout.

c Sometimes color tint (lightness and darkness) is more important than the color itself. Use neutral or bland colors for backgrounds and bright colors for special emphasis.

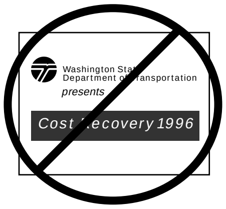
d For illustrations, graphs and tables, use thick lines and clearly differentiated shadings.

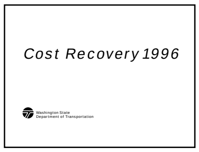
10 Special effects

Graduated backgrounds, patterns and 3D can enhance, as long as they’re subtle.

11 Images

Use images to reinforce your message but use them with restraint. Logos should be handled with care. Use them properly and unobtrusively to present the organization’s image subliminally.





12 Take time to test

Reserve time to test your visuals prior to the meeting. Test by projecting them at the location of the presentation. Walk around. Pick your most cluttered example and sit in the back. Save enough time to make corrections.

Visual Aids: Points to Consider

1 Visual aids are not the presentation

There's a pretty clear procedure for developing a presentation. Prior to creating visuals, find out what you want to say and develop an outline and a script. There are guides that will help you organize your content and plan. Don't make your visuals into a script. The visual aids are props for your presentation. The presenter is in control, delivering information when and how he or she needs to. Visual aids which display too much information or are too intricate begin to demand control because the audience starts to study them. Cluttered visuals are also hard to see and distract for that reason alone.

2 Use TRB standards (Transportation Research Board)

3 Start right

Make sure your software is set up with the right defaults. Slides and overhead are both wider than tall, but they're not the same shape. You can make slides from overhead but you can't make overhead from slides because slides are wider. Learn the software so you can get what you want. Use templates to save time and keep consistent.

4 Be brief

Break your ideas down into short phrases. Summarize. Use one idea per line. Use no more than six words per line, no more than six lines per slide. Less is more. Think about using builds to deliver just information you want. If you must say more, create separate frames (slides or overhead). Never show more information on each frame than can be assimilated in 30 seconds. Abbreviations are O.K.

5 Be clear

Say what you mean. Write to the point. Don't make the audience guess. Show the idea exactly. Use the right words and pictures. Use only the right words and pictures.

6 Be consistent

Develop an outline and stick to it. Use the same words and pictures for the same ideas. Pick a color scheme and use it throughout. Put similar items in the same place on each frame. Using a template automates much of the work of keeping consistent.

7 Be correct

Check spelling and grammar. Make sure your data is correct. Use up-to-date maps.
Verify your sources.

Visual Aids: Points to Consider – continued

8 Eliminate detail

Eliminate all extraneous information. Captions need not be shown. Simplify drawings, charts and tables down to their bare essentials. Use no more than 10 or 15 words. Don’t show excessive tick marks or every year. They won’t be readable anyway. Rather than showing 0%–10%–20%–30%, etc., just show 0%–50%–100%. Show trends. Remember, the presenter will be there to explain. If your drawings require detail provide them with your handouts.

9 Make everything readable

TRY’s standards require it. Even if it’s not important to the message, all information presented needs to be readable. It’s distracting otherwise. It’s best to remove unneeded information. Good slides are seldom made from drawings or tables intended for print.

10 Use the space

Use the entire image area, leaving some clear area around the edges

11 Use the right type

a Make the height of the letters and numbers as large as possible, at least 24 point.

b Use simple typefaces like Helvetica. Note that some typefaces are designed narrower – compensate

c Use medium or bold typestyles. They show up better.

d Don’t use drop shadows, except perhaps for headings. The text becomes hard to read.

e Use liberal and consistent leading (line spacing) throughout

f Normally, blocks of text are justified left. Don’t justify on the right (the kind you see in books). Certain text can be centered.

g Size type appropriately. Headings are largest, subheads next in size, body text next, item descriptions and chart values smallest, but no less than 24 point. But don’t use too many sizes and colors.

h Use upper and lower case letters. These letterforms are easier to recognize.

12 Use the right colors

a Use contrasting colors. Light letters on a dark background are best for projected text. That way, even if there’s light in the room, the background will appear dark. Red is hard to read on a dark background. Graphics usually uses yellow type on a dark blue background.

b Use color to reinforce what is being presented. Color can give your visuals greater impact. Don’t use too many colors, about three or four. Use color consistently throughout.

c Sometimes color tint (lightness and darkness) is more important than the color itself. Use neutral or bland colors for backgrounds and bright colors for special emphasis. If you must show something small use brighter color.

d For illustrations, graphs and tables, use thick lines and clearly differentiated shadings.

Visual Aids: Points to Consider – continued

13 Special effects

Adding depth (3D) and subtle color changes can give elements more impact. Graduated backgrounds and patterns can enhance, as long as they're subtle.

14 Images

Use images to reinforce your message and to increase visual interest, but use them with restraint. Logos should be handled with care. Use them properly and unobtrusively to present the organization's image subliminally.

15 Take time to test

Reserve time to test your visuals prior to the meeting. Test by projecting them at the location of the presentation. Walk around. Pick your most cluttered example and sit in the back.
Save enough time to make corrections.

Northwest Region Printing Tips

Here are some of the most often asked questions and answers about state printing and distribution:

Do we have to use the State Printer?

WSDOT staff and our consultants are required to use the Washington State Printer. The State Printer offers a variety of printing options.

State Printer Contact

WSDOT's representative at the State Printer is Sean Mahoney (360) 570-5075 or seanm@prt.wa.gov. He can give you advice about printing and distribution and help you fill out forms.

What are my printing options?

State Copy Centers

State Copy Centers are good places to go for simple and time-sensitive print jobs. Mostly located in Olympia, the services offered at each State Copy Center vary. A state copy center is located in WSDOT's Dayton Building in Shoreline; call 206-440-4032 to get advice and information about the services they provide and their availability.
More information: http://www.prt.wa.gov/default.asp?p=cc

Washington State Department of Printing in Olympia

The State Printer in Olympia can handle large and complex print and distribution jobs. Consider using them for:

- double-sided, 3,000 pieces or more
- any off-set printing
- odd shapes or sizes
- any job that needs direct mailed
- print jobs of more than 1,000 pieces that are not time sensitive

If they can't do your job in-house, they will competitively offer the job to private sector vendors.

More information: http://www.prt.wa.gov/default.asp?p=serv

Copy Services Contract

The State Printer has contracts with printing companies. We are allowed to use these firms, who are pre-approved and offer discounts to the state, when:

- you are located outside of Thurston County
- your printing and distribution job totals $1,500 or less

The list of firms includes FedEx Kinkos. Be sure to use the Washington State account and get contact information clearly listed on all paperwork. One WSDOT office receives all of the invoices then must determine exactly who placed the print order.

Request permission in advance from the state printer if you wish to use these firms for a rush job that costs more than $1,500.

More information: http://www.prt.wa.gov/default.asp?p=serv_cont

What forms are required?

There are two types of forms for printing:

A-21 printing requisition

A printing requisition form is required when your publication requires more than photocopying. http://www.prt.wa.gov/Docs/A21.doc

A-24 copy center request form

This is the form used for photocopying jobs.
http://www.prt.wa.gov/Docs/A24.dot

How do I fill out the A-21 form?

Here is information for the form that isn't self explanatory, like agency and date:

- **Agency Number**: 405-1. This is important so the bill is not sent to Olympia and staff there have to search the state looking for you.
- **Requisition Number**: Call Jana Mercer in Purchasing at (206) 440-4103 and say you need a requisition number. She will need the complete charge code for your project. (a charge code looks like: XL 5432, 70, 0101, 410101)
- **Quantity:** If you know the quantity, write it in. For bulk mailers leave this blank until you get the count from Chad at the State Printer.
- **Job Name or Form Title:** Choose a name that describes the project in simple terms and includes enough specifics. For example, rather than using I-5 newsletter use I-5 James to Olive (Seattle) newsletter.
- **Form Number:** Skip this.
- **Date Required:** Put in the date you need the printed materials. The State Printer likes to have four weeks to complete a project. They can rush projects, but will need your permission to pay overtime or use an outside source.
- **Size:** 8 ½ X 11, etc.
- **Paperstock:** Paper color and weight.
- **Ink Colors:** For a black and white print job list black. If you are authorized for a 2- or 4-color print job, put 2-colors (black, green) or full color. Your graphic designer will often want to fill this section out for you if it's a color piece.
- **Agency Furnishes:** typically electronic file via e-mail
- **Proof Required:** If it is an expensive, four-color piece, you will want to invest the time and effort to review a proof before printing begins. This may require you or your designer to visit the printing plant on short notice.
- **Direct Mail/Other Instructions:** You'll also need to provide zip code information and other details if you want the State Printer to send your documents via direct mail. Include under **other instructions** on the A-21 form “bulk mail to routes in the following zip codes: 95823, 98232 & 98315, to routes…” etc..

What do I send with the A-21 form?

If you have the graphics file ready you can send it with the completed A-21 form.

Always include a .pdf file with fonts and graphics attached or embedded in the file. This is important if you wish the printed materials to match your design. Without embedded fonts and graphics, they do not always show up or, perhaps worse, the printing software automatically picks a replacement font or uses their slightly different version. For example, sans serif vs. serif seems like a minor change but can drastically change your layout.

Where do I send the form?

It depends upon which printing option you're pursuing.

State Printer in Olympia

Send the A-21 form and the electronic files of your print project to Sean Mahoney and Chad Perschon, chad@prt.wa.gov. Keep a copy of the completed A-21 form in your project file because you often have to do the same exact mailing with an updated flyer. It takes the State Printer a long time to look up an old file or file number.

Copy Center

Contact the Copy Center for help. They'll want an A-24 form.

Copy Services Contract

You will likely need to provide an A-21 form. You can also use a state FedEx Kinkos card, available from purchasing.

Checking-in

Always check-in with the State Printer to see if they received your A-21 form and any attached files. Confirm your deadline date and expectations for the project. Make sure the state printer is on task to send your mailer out when you need it. Then double check that it was actually sent.

Who can help design my document and get it print-ready?

Consider how much time you have, how many mailers you need and how much the Project Engineer is willing to spend. A quick 100-copy flyer delivered to businesses door-to-door by the Project Office is something even the Project Office can do on their own. Of course, you'll need to provide editing and messaging guidance. A huge 43,000-piece newsletter mailed within a project area should be designed by a professional.

Don't assume that your designers know the latest WSDOT messaging and graphics practices, templates and standards. Review the work to be sure they are meeting WSDOT standards.

- Design a simple flyer or mailer on your own computer on Freehand, Photoshop, Publisher or Word.
- Contact WSDOT Northwest Region graphic designers Mark Wahlman or Tuan Chau. They also will require charge codes for their time and production.
- Contact Connie Rus in Headquarters Graphics. They will often step in and do work for Northwest Region if they have time. However, they are often swamped with other work. They do not require charge codes for their time and production.
- Use an on-call designer through WSDOT's on-call communications contracts. Contact Linda Healy, contract advisor, for information. The contract paperwork, called a task order, takes a couple of days to process before work can begin. You will be charged an hourly rate for design and pre-production work.
- Use a communications contractor through a project's engineering, construction, planning, or public involvement contract. These firms are usually subcontractors. Sometimes you can simply ask for the assistance and get it immediately via an existing task order in an existing contract. If a contract amendment or new task order is required, contract paperwork can take weeks. Check with the project office's contract manager. Be sure your request for assistance is legal before putting a contractor to work.

Direct Mail

Chad Perschon is the direct mail guru at the State Printer. Contact him at (360) 753-6820 or chad@prt.wa.gov.

When you send Sean Mahoney the completed A-21 form you should copy Chad. Chad will then look up the zip codes you gave him and e-mail you a file of all the routes in the zip code with a map of the area. Be sure you print this map in color because if the map includes two zip codes you will want to differentiate between routes. The routes are shown in different colors and are otherwise hard to distinguish. Call Chad with any questions about the maps. Consider using a Thomas Brother's Guide for reference

Work with your Project Engineer or Engineering Manager to select and confirm zip codes and routes.

Postal permit numbers

Make sure your graphic designer double-checks the permit number on the mailer or flyer. It must be active and you must have permission to use it. Talk to your Communications Office colleagues or WSDOT graphic designer to get advice about which permit to use.

In addition, postal permits must have money in their account or the Postal Service won't send your direct mail pieces. They also don't store direct mail pieces. Work with the WSDOT manager of the postal permit number you are using to get money into the account ahead of time.

Postal permits numbers are tied to a specific postal station. Your direct mail pieces can only be mailed from the home location of the postal permit number. Ask where the direct mail will be mailed from to prevent any problems.

If your direct mail will be bulk-mailed by the State Printer using their permit number, make sure the proof has the State Printer postal permit number on it.

Publications Guidelines Checklist

The following guidelines for WSDOT publications was approved by the Secretary of Transportation and the Executive Board on June 20, 2000

This checklist is intended to provide guidance in the development and distribution of clear and effective WSDOT documents that use the best method for the intended audience, the appropriate time for dissemination and a wise use of agency resources.

Definition

Publications are agency reports, newsletters, periodicals, brochures, magazines, WEB pages or other printed or electronic information for distribution to the public or legislature. Note: This does not include draft reports, memos, letters or news releases.

Planning the Document

Invest time and thoroughness in preparing the document. Plan with a focus on customers and stakeholders.

Determine the purpose

What is the goal of the publication?
How will you measure whether you have met the goal?

Identify the audience

Who will use the document?
What are the possible ways to reach the targeted audience?
How will you get feedback?

Develop the specific messages

What are your two to four primary messages?

Type of publication

What is the best method to use for the targeted audience?
Is the information time sensitive or long term? (Publications for the long term should be reviewed with customers (focus groups) in the planning

process.)
Should you develop a report, brochure, WEB page, newsletter, etc?

Regularly published documents.

Is this quarterly/yearly brochure still needed?
Is it the best method to get the message out?

Analyze methods of distribution

Does the method of dissemination best fit the type of publication?
Should you use bulk mail, FAX, electronic, focused mailings, etc?

Develop the outline, schedule and cost estimate

Is document organized logically?
Are the key messages clear?
Does the schedule take into account research, drafting, editing, graphic preparation and distribution time?
Do the estimates include staff time, graphic services, materials, number of copies and distribution costs?

Cost Control Measures

Balance the effectiveness of publications with cost considerations when selecting format, color, type of paper or method of distribution.

Printed materials are double sided (where possible)
Recycled paper is used as appropriate
Does not have the perception of being "costly" or self promotional.
(Full color with color photos can be perceived as expensive when printed.
Heavy stock or glossy paper can be costly.)
Considered electronic vs. printed versions
Printed materials are mailed at the lowest rates (bulk mail)

Format and Style

WSDOT logo is used (utilize the Executive Board adopted graphic guidelines for official WSDOT logo)

Identify the executive office that is producing the document (example: Northwest Region or Headquarters)

Clear tables, charts, pictures, maps, graphs are used to make a point

Color is utilized on the graphs, etc. when it adds clarity

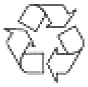
Jargon, engineering terms, abbreviations and acronyms are avoided

Product had been edited and proofread (not by the author)

A contact person, their address and phone number appear on the document

ADA language appears on documents (see below)

Recycle symbol is apparent on each printed document (see symbol directly below)



If you need assistance in planning or producing publications, contact the WSDOT's Communications Office or the Communications Office in your division or region. You may also want to refer to the December, 1996 Office of Financial Management's "Publication Guidelines" for further information.

Americans with Disabilities Act (ADA) Information

For publications for WSDOT STAFF only:

Americans with Disabilities Act (ADA) Information

Persons with disabilities may request this information be prepared and supplied in alternate formats by calling the Washington State Department of Transportation ADA Accommodation Hotline collect (206) 389-2839. Persons with hearing impairments may access Washington State Telecommunications Relay Service at TTY 1-800-833-6388, Tele-Braille 1-800-833-6385, Voice 1-800-833-6384, and ask to be connected to (360) 705-7097.

For publications for THE PUBLIC:

Americans with Disabilities Act (ADA) Information

If you would like copies of this document in an alternative format -- large print, Braille, cassette tape, or on computer disk, please call Washington State Telecommunications Relay Service TTY 1-800-833-6388, Tele-Braille 1-800-833-6385, Voice 1-800-833-6384, and ask to be connected to (360) 705-7097.

For public meetings (for newspaper ads, etc.):

Americans with Disabilities Act (ADA) Information

Individuals requiring reasonable accommodation may request written materials in alternate formats, sign language interpreters, physical accessibility accommodations, or other reasonable accommodation by contacting the event sponsor (enter name of event sponsor and phone number), usually 2 weeks before meeting's date (insert date). Persons with hearing impairments may call Washington State Telecommunications Relay Service TTY 1-800-833-6388, Tele-Braille 1-800-833-6385, Voice 1-800-833-6384, and ask to be connected to the event sponsor's phone number.

Title VI

Long version:

Title VI Notice to Public

It is the Washington State Department of Transportation's (WSDOT) policy to assure that no person shall, on the grounds of race, color, national origin and sex, as provided by Title VI of the Civil Rights Act of 1964, be excluded from participation in, be denied the benefits of, or be otherwise discriminated against under any of its federally funded programs and activities. Any person who believes his/her Title VI protection has been violated, may file a complaint with WSDOT's Office of Equal Opportunity (OEO). For Title VI complaint forms and advice, please contact OEO's Title VI Coordinator at (360) 705-7098.

Short version:

Title VI Statement to Public

WSDOT ensures full compliance with Title VI of the Civil Rights Act of 1964 by prohibiting discrimination against any person on the basis of race, color, national origin or sex in the provision of benefits and services resulting from its federally assisted programs and activities. For questions regarding WSDOT's Title VI Program, you may contact the Department's Title VI Coordinator at (360) 705-7098.

The ADA information in Word format.

Washington State Library

Please Send Copies to the Washington State Library

Copies of WSDOT publications are required by RCW 40.06 to be sent to the Washington State Library. Generally, the number is three (3) unless the item is of general interest, which require 50 copies to be sent. A call to the State Library can help you determine the difference. Their number is (360) 704-5226.

"State Publication" includes annual, biennial, and special reports, state periodicals and magazines, books, pamphlets, leaflets, and all other materials, other than news releases sent exclusively to the news media, typewritten correspondence and interoffice memoranda, issued in print by the state, the legislature, constitutional officers, or any state department, committee, or other state agency supported wholly or in part by state funds. (RCW 40.60.010)

The WSDOT Library would also appreciate two copies of your reports/publications. Please check to be sure the publications are dated.

The following is from the OFM Publication Guidelines Internet site:

http://www.ofm.wa.gov/reports/pubguide/pubguide.htm

Statewide Distribution Requirements

To help assure that the public has access to information and that historic records of state activities are maintained, OFM Directive 96-10 requires that agencies use the State Distribution Center at the State Library to make information available through libraries statewide. The State Library requests that state agencies provide 50 copies of all publications written for a general audience, the Legislature, or the public. These copies will be made available for circulation at depository libraries. If a publication is produced for limited distribution, the State Library requests 15 copies for the main depository libraries only. These guidelines apply to state publications defined by chapters 40.06 and 40.07 RCW.

To determine whether 15 or 50 copies are needed, agencies should call the State Distribution Center or send three copies to the address above. The agency will be contacted if additional copies are needed for distribution, as provided in RCW 27.04.045(6)(a)(b) and chapter 40.06 RCW.

Per RCW 40.06.060, the State Library may also request that agencies furnish the Distribution Center with a complete list of current state publications and a copy of its mailing and/or exchange lists. Mailing and/or exchange lists provided to the State Library fall within the guidelines of RCW 42.17.260 and 42.52.050, relating to confidentiality. Call the State Library at (360) 705-5265 for more information.

Americans with Disabilities Act (ADA) Information

(For publications)
Persons with disabilities may request this information be prepared and supplied in alternate formats by calling the Washington State Department of Transportation ADA Accommodation Hotline collect (206) 389-2839.
Persons with hearing impairments may access Washington State Telecommunications Relay Service
at TTY 1-800-833-6388, Tele-Braille 1-800-833-6385,
Voice 1-800-833-6384, and ask to be connected to (360) 705-7097.

(For open house notices and ads – fill in the spaces)
Individuals requiring reasonable accommodation may request written materials in alternate formats, sign language interpreters, physical accessibility accommodations, or other reasonable accommodation by contacting (contact name) at (phone) or by calling the Washington State Department of Transportation ADA Accommodation Hotline collect (206) 389-2839 by (insert date -- usually 2 weeks before meeting's date). Persons with hearing impairments may call 1-800-833-6388 (Washington State Telecommunications Relay Service) and ask for 206-515-3683.

Civil Right Act Title VI Notice to Public
It is the Washington State Department of Transportation's (WSDOT) policy to assure that no person shall, on the grounds of race, color, national origin and sex, as provided by Title VI of the Civil Rights Act of 1964, be excluded from participation in, be denied the benefits of, or be otherwise discriminated against under any of its federally funded programs and activities. Any person who believes his/her Title VI protection has been violated, may file a complaint with WSDOT's Office of Equal Opportunity (OEO). For Title VI complaint forms and advice, please contact OEO's Title VI Coordinator at (360) 705-7098.

Chapter 40.07 RCW
MANAGEMENT AND CONTROL OF STATE PUBLICATIONS

RCW 40.07.010
Legislative declaration.

It is the intent of this legislation to improve executive management and control of state publications and reduce state expenditures through: (1) Elimination of reports and publications which are economically or otherwise unjustified; and (2) the simplification and consolidation of other reports and publications.

[1977 ex.s. c 232 § 1.]

RCW 40.07.020
Definitions.

The terms defined in this section shall have the meanings indicated when used in this chapter.

(1) "Director" means the director of financial management.

(2) "State agency" includes every state office, department, division, bureau, board, commission, committee, higher education institution, community college, and agency of the state and all subordinate subdivisions of such agencies in the executive branch financed in whole or in part from funds held in the state treasury, but does not include the offices of executive officials elected on a state-wide basis, agricultural commodity commissions, the legislature, the judiciary, or agencies of the legislative or judicial branches of state government.

(3)(a) "State publication" means publications of state agencies and shall include any annual and biennial reports, any special report required by law, state agency newsletters, periodicals and magazines, and other printed informational material intended for general dissemination to the public or to the legislature.

(b) "State publication" may include such other state agency printed informational material as the director may prescribe by rule or regulation, in the interest of economy and efficiency, after consultation with the governor, the state librarian, and any state agencies affected.

(c) "State publication" does not include:

(i) Business forms, preliminary draft reports, working papers, or copies of testimony and related exhibit material prepared solely for purposes of a presentation to a committee of the state legislature;

(ii) Typewritten correspondence and interoffice memoranda, and staff memoranda and similar material prepared exclusively as testimony or exhibits in any proceeding in the courts of this state, the United States, or before any administrative entity;

(iii) Any notices of intention to adopt rules under RCW 34.05.320;

(iv) Publications relating to a multistate program financed by more than one state or by federal funds or private subscriptions; or

(v) News releases sent exclusively to the news media.

(4) "Print" includes all forms of reproducing multiple copies with the exception of typewritten correspondence and interoffice memoranda.

[1989 c 175 § 86; 1979 c 151 § 50; 1977 ex.s. c 232 § 2.]

NOTES:

Effective date -- 1989 c 175: See note following RCW 34.05.010.

RCW 40.07.030
Reports -- Where filed -- Review of state publications -- Duties of agency head with respect to publications -- Guidelines for publications -- Director's duties.

(1) Any annual, biennial, or special report required to be made by any state officer, board, agency, department, commissioner, regents, trustees, or institution to the governor or to the legislature may be typewritten and a copy shall be filed with the governor, or the governor's designee, and the legislature as the law may require. An additional copy shall be filed with the state library as a public record.

(2) The director or the director's designee may selectively review state publications in order to determine if specific state publications are economically and effectively contributing to the accomplishment of state agency program objectives. The director or the director's designee shall provide general guidelines as to the number of copies to be printed for use or distribution by the issuing agency and any public or other distribution under chapter 40.06 RCW as now or hereafter amended, or other applicable directives.

(3) No agency head shall recommend a state publication for printing and distribution, other than those required by law, unless the benefits from the publication and distribution thereof to the citizens and taxpayers of this state clearly exceed the costs of preparation, printing, and distribution.

(4) The director, after consultation with affected agencies, shall prepare and publish guidelines for use by state agencies in determining and evaluating the benefits and costs of current and proposed state publications. All state agencies shall evaluate each new state publication they propose and shall annually evaluate each continuing state publication they produce in accordance with the guidelines published by the director.

(5) The director shall, after consultation with affected state agencies, also provide by general rules and regulations for overall control of the quality of the printing of state publications. Necessary publications are to be prepared and printed in the most

economic manner consistent with effectiveness and achievement of program objectives.

[1977 ex.s. c 232 § 3.]

RCW 40.07.040
Duties of the governor.

(1) The governor or the governor's designee shall take such other action as may be necessary to maximize the economy, efficiency, and effectiveness of state publications and to do so may eliminate, consolidate, or simplify state agency publications.

(2) Nothing in this chapter shall be construed in any way as restricting public access to public records or the public right to copy such records as provided by RCW 42.17.250 through 42.17.340 as now existing or hereafter amended.

[1977 ex.s. c 232 § 4.]

RCW 40.07.050
Prohibition of state publications not in accordance with RCW 40.07.030 -- Exceptions.

Neither the public printer nor any state agency shall print or authorize for printing any state publication that has been determined by the director to be inconsistent with RCW 40.07.030 except to the extent this requirement may conflict with the laws of the United States or any rules or regulations lawfully promulgated under those laws. A copy of any state publication printed without the approval of the director under the exceptions authorized in this section shall be filed with the director with a letter of transmittal citing the federal statute, rule, or regulation requiring the publication.

[1986 c 158 § 5; 1977 ex.s. c 232 § 5.]

RCW 40.07.060
Notification -- Removal from mailing lists, exceptions -- Mailing rates.

Each state agency shall at least once each biennium notify the addressees of each state publication in or with that publication that they may be removed from the mailing list by notifying the originating agency. Mailings required by a state or federal statute, rule, or regulation, those maintained by an institution of higher education for official fund raising or curriculum offerings, bulk mailings addressed to "occupant" or a similar designation, and paid subscriptions are excluded from the provisions of this paragraph.

All publications shall be distributed or mailed at the lowest available rate.

[1977 ex.s. c 232 § 6.]

RCW 40.07.070
Advertising in state publications -- Prerequisites for advertisers.

A state agency may not accept advertising for placement in a state publication unless the advertiser: (1) Has obtained a certificate of registration from the department of revenue under chapter 82.32 RCW; and (2) if the advertiser is not otherwise obligated to collect and remit Washington retail sales tax or use tax, the advertiser either (a) agrees to voluntarily collect and remit the Washington use tax upon all sales to Washington consumers, or (b) agrees to provide to the department of revenue, no less frequently than quarterly, a listing of the names and addresses of Washington customers to whom sales were made. This section does not apply to advertising that does not offer items for sale or to advertising that does not solicit orders for sales.

[1993 c 74 § 1.]

NOTES:

Effective date -- 1993 c 74: "This act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and shall take effect July 1, 1993." [1993 c 74 § 2.]

Chapter 43.78 RCW
PUBLIC PRINTER -- PUBLIC PRINTING

RCW 43.78.010
Appointment of public printer.

There shall be a public printer appointed by the governor with the advice and consent of the senate, who shall hold office at the pleasure of the governor and until his successor is appointed and qualified.

[1981 c 338 § 6; 1965 c 8 § 43.78.010. Prior: 1905 c 168 § 1; RRS § 10323.]

RCW 43.78.020
Bond.

Before entering upon the duties of his office, the public printer shall execute to the state a bond in the sum of ten thousand dollars conditioned for the faithful and punctual performance of all duties and trusts of his office.

[1965 c 8 § 43.78.020. Prior: 1933 c 97 § 4; 1905 c 168 § 2; RRS § 10324.]

RCW 43.78.030

Duties -- Exceptions.

The public printer shall print and bind the session laws, the journals of the two houses of the legislature, all bills, resolutions, documents, and other printing and binding of either the senate or house, as the same may be ordered by the legislature; and such forms, blanks, record books, and printing and binding of every description as may be ordered by all state officers, boards, commissions, and institutions, and the supreme court, and the court of appeals and officers thereof, as the same may be ordered on requisition, from time to time, by the proper authorities. This section shall not apply to the printing of the supreme court and the court of appeals reports, to the printing of bond certificates or bond offering disclosure documents, to the printing of educational publications of the state historical societies, or to any printing done or contracted for by institutions of higher education: PROVIDED, That institutions of higher education, in consultation with the public printer, develop vendor selection procedures comparable to those used by the public printer for contracted printing jobs. Where any institution or institution of higher learning of the state is or may become equipped with facilities for doing such work, it may do any printing: (1) For itself, or (2) for any other state institution when such printing is done as part of a course of study relative to the profession of printer. Any printing and binding of whatever description as may be needed by any institution or agency of the state department of social and health services not at Olympia, or the supreme court or the court of appeals or any officer thereof, the estimated cost of which shall not exceed one thousand dollars, may be done by any private printing company in the general vicinity within the state of Washington so ordering, if in the judgment of the officer of the agency so ordering, the saving in time and processing justifies the award to such local private printing concern.

Beginning on July 1, 1989, and on July 1 of each succeeding odd-numbered year, the dollar limit specified in this section shall be adjusted as follows: The office of financial management shall calculate such limit by adjusting the previous biennium's limit by an appropriate federal inflationary index reflecting the rate of inflation for the previous biennium. Such amounts shall be rounded to the nearest fifty dollars.

[1994 c 82 § 1; 1993 c 379 § 104; 1988 c 102 § 1; 1987 c 72 § 1; 1982 c 164 § 2; 1971 c 81 § 114; 1965 c 8 § 43.78.030. Prior: 1959 c 88 § 1; 1917 c 129 § 1; 1915 c 27 § 2; 1905 c 168 § 3;
RRS § 10325.]

NOTES:

Intent -- Severability -- Effective date -- 1993 c 379: See notes following RCW 28B.10.029.

Commission on supreme court reports, member: RCW 2.32.160.Promotional printing for

apple advertising commission, exemption: RCW 15.24.085.

beef commission, exemption: RCW 16.67.170.

dairy products commission, exemption: RCW 15.24.085.

fruit commission, exemption: RCW 15.24.085.

honey bee commission, exemption: RCW 15.62.190.

Session laws, legislative journals, delivery to statute law committee: RCW 40.04.030.

RCW 43.78.040
Requisitions.

All printing and binding shall be done under the general superintendence of the authorities ordering it, and when completed shall be delivered to such authorities, who shall sign receipts therefor.

Before the public printer shall execute any printing or binding for any office, board, commission, or institution, the proper officer thereof shall apply therefor by requisition.

[1965 c 8 § 43.78.040. Prior: 1905 c 168 § 4; RRS § 10326.]

RCW 43.78.050
Itemized statement of charges.

Upon delivering a printing or binding job and receiving a receipt therefor the public printer shall make out, and deliver to the requesting agency an itemized statement of charges.

[1965 c 8 § 43.78.050. Prior: 1905 c 168 § 5, part; RRS § 10327.]

RCW 43.78.070
Use of state plant -- Conditions -- Public printer's salary.

The public printer shall use the state printing plant upon the following conditions, to wit:

(1) He shall do the public printing, and charge therefor the fees as provided by law. He may print the Washington Reports for the publishers thereof under a contract approved in writing by the governor.

(2) The gross income of the public printer shall be deposited in an account designated "state printing plant revolving fund" in depositaries approved by the state treasurer, and shall be disbursed by the public printer by check and only as follows:

First, in payment of the actual cost of labor, material, supplies, replacements, repairs, water, light, heat, telephone, rent, and all other expenses necessary in the operation of the plant: PROVIDED, That no machinery shall be purchased except on written approval of the governor;

Second, in payment of the cost of reasonable insurance upon the printing plant, payable to the state and of all fidelity bonds required by law of the public printer;

Third, in payment to the public printer of a salary which shall be fixed by the governor in accordance with the provisions of RCW 43.03.040;

Fourth, in remitting the balance to the state treasurer for the general fund: PROVIDED, That a reasonable sum to be determined by the governor, the public printer, and the director of financial management shall be retained in the fund for working capital for the public printer.

[1979 c 151 § 134; 1965 c 8 § 43.78.070. Prior: 1961 c 307 § 5; 1955 c 340 § 12; 1951 c 151 § 1; 1933 c 97 § 3; RRS § 10327-2.]

RCW 43.78.080
Printing specifications.

All printing, ruling, binding, and other work done or supplies furnished by the state printing plant for the various state departments, commissions, institutions, boards, and officers shall be paid for on an actual cost basis as determined from a standard cost finding system to be maintained by the state printing plant. In no event shall the price charged the various state departments, commissions, institutions, boards, and officers exceed those established by the Porte Publishing Company's Franklin Printing Catalogue for similar and comparable work. All bills for printing, ruling, binding, and other work done or for supplies furnished by the state printing plant shall be certified and sworn to by the public printer.

The public printing shall be divided into the following classes:

FIRST CLASS. The bills, resolutions, and other matters that may be ordered by the legislature, or either branch thereof, in bill form, shall constitute the first class, and shall be printed in such form as the legislature shall provide.

SECOND CLASS. The second class shall consist of printing and binding of journals of the senate and house of representatives, and the annual and biennial reports of the several state officers, state commissions, boards, and institutions, with the exception of the reports of the attorney general and the governor's message to the legislature, which shall be printed and bound in the same style as heretofore. Said journals and reports shall be printed in such form as the senate and house of representatives and the various state officers, commissions, boards, and institutions shall respectively provide.

THIRD CLASS. The third class shall consist of all reports, communications, and all other documents that may be ordered printed in book form by the legislature or either branch thereof, and all reports, books, pamphlets, and other like matter printed in book form required by all state officers, boards, commissions, and institutions shall be printed in such form and style, and set in such size type, and printed on such grade of paper as may be desired by the state officer, board, commission, or institution ordering them, and which they think will best serve the purpose for which intended.

FOURTH CLASS. The fourth class shall consist of the session laws, and shall be printed and bound in such form as the statute law committee shall provide.

FIFTH CLASS. The fifth class shall consist of the printing of all stationery blanks, record books, and circulars, and all printing and binding required by the respective state officers, boards, commissions, and institutions not covered by classes one, two, three, and four.

[1972 ex.s. c 1 § 1; 1969 c 6 § 7; 1965 c 8 § 43.78.080. Prior: 1955 c 16 § 1; 1943 c 124 § 1; 1935 c 130 § 1; 1919 c 37 § 1; 1917 c 129 § 3; 1905 c 168 § 6; RRS § 10329.]

RCW 43.78.090
Reprinting.

Whenever required by law or by the legislature or by any state officer, board, commission, or institution the public printer shall keep the type used in printing any matter forming a part of the first, second, third, and fourth classes standing for a period not exceeding sixty days for use in reprinting such matter.

[1965 c 8 § 43.78.090. Prior: 1935 c 130 § 2; 1919 c 37 § 2; 1907 c 174 § 1; RRS § 10330.]

RCW 43.78.100
Stock to be furnished.

The public printer shall furnish all paper, stock, and binding materials required in all public work, and shall charge the same to the state, as it is actually used, at the actual price at which it was purchased plus five percent for waste, insurance, storage, and handling. This section does not apply to institutions of higher education.

[1993 c 379 § 106; 1965 c 8 § 43.78.100. Prior: 1917 c 129 § 5; 1905 c 168 § 9; RRS § 10333.]

NOTES:

Intent -- Severability -- Effective date -- 1993 c 379: See notes following RCW 28B.10.029.

RCW 43.78.105
Printing for institutions of higher education -- Interlocal agreements.

The public printer may use the state printing plant for the purposes of printing or furnishing materials under RCW 43.78.100 if an interlocal agreement under chapter 39.34 RCW has been executed between an institution of higher education and the public printer.

[1993 c 379 § 105.]

NOTES:

Intent -- Severability -- Effective date -- 1993 c 379: See notes following RCW 28B.10.029.

RCW 43.78.110
Securing printing from private sources -- Farming out.

Whenever in the judgment of the public printer certain printing, ruling, binding, or supplies can be secured from private sources more economically than by doing the work or preparing the supplies in the state printing plant, the public printer may obtain such work or supplies from such private sources.

In event any work or supplies are secured on behalf of the state under this section the state printing plant shall be entitled to add up to five percent to the cost thereof to cover the handling of the orders which shall be added to the bills and charged to the respective authorities ordering the work or supplies. The five percent handling charge shall not apply to contracts with institutions of higher education.

[1993 c 379 § 107; 1982 c 164 § 3; 1969 c 79 § 1; 1965 c 8 § 43.78.110. Prior: 1935 c 130 § 3; RRS § 10333-1.]

NOTES:

Intent -- Severability -- Effective date -- 1993 c 379: See notes following RCW 28B.10.029.

RCW 43.78.130
Public printing for state agencies and municipal corporations -- Exceptions to instate requirements.

All printing, binding, and stationery work done for any state agency, county, city, town, port district, or school district in this state shall be done within the state, and all proposals, requests, or invitations to submit bids, prices, or contracts thereon, and all contracts for such work, shall so stipulate: PROVIDED, That whenever it is established that any such work cannot be executed within the state, or that the lowest charge for which it can be procured within the state, exceeds the charge usually and customarily made to private individuals and corporations for work of similar character and quality, or that all bids for the work or any part thereof are excessive and not reasonably competitive, the officers of any such public corporation may have the work done outside the state.

[1999 c 365 § 1; 1965 c 8 § 43.78.130. Prior: 1919 c 80 § 1; RRS § 10335.]

RCW 43.78.140

Public printing for state agencies and municipal corporations -- Allowance of claims.

No bill or claim for any such work shall be allowed by any officer of a state agency or public corporation or be paid out of its funds, unless it appears that the work was executed within the state or that the execution thereof within the state could not have been procured, or procured at reasonable and competitive rates, and no action shall be maintained against such corporation or its officers upon any contract for such work unless it is alleged and proved that the work was done within the state or that the bids received therefor were unreasonable or not truly competitive.

[1999 c 365 § 2; 1965 c 8 § 43.78.140. Prior: 1919 c 80 § 2; RRS § 10336.]

RCW 43.78.150

Public printing for state agencies and municipal corporations -- Contracts for out-of-state work.

All contracts for such work to be done outside the state shall require that it be executed under conditions of employment which shall substantially conform to the laws of this state respecting hours of labor, the minimum wage scale, and the rules and regulations of the department of labor and industries regarding conditions of employment, hours of labor, and minimum wages, and shall be favorably comparable to the labor standards and practices of the lowest competent bidder within the state, and the violation of and such provision of any contract shall be ground for cancellation thereof.

[1994 c 164 § 12; 1973 1st ex.s. c 154 § 86; 1965 c 8 § 43.78.150. Prior: 1953 c 287 § 1; 1919 c 80 § 3; RRS § 10337.]

NOTES:

Severability -- 1973 1st ex.s. c 154: See note following RCW 2.12.030.

RCW 43.78.160

Public printing for state agencies and municipal corporations -- Quality and workmanship requirements.

Nothing in RCW 43.78.130, 43.78.140 and 43.78.150 shall be construed as requiring any public official to accept any such work of inferior quality or workmanship.

[1965 c 8 § 43.78.160. Prior: 1919 c 80 § 4; RRS § 10338.]

RCW 43.78.170
Recycled content requirement.

The public printer shall take all actions consistent with the *plan under RCW 43.19A.050 to ensure that seventy-five percent or more of the total dollar amount of printing paper stock used by the printer is recycled content paper by January 1, 1997, and ninety percent or more of the total dollar amount of printing paper stock used by the printer is recycled content paper by January 1, 1999.

[1996 c 198 § 3; 1991 c 297 § 10.]

NOTES:

*Reviser's note: The mandatory plan under RCW 43.19A.050 was renamed a strategy by 1996 c 198.

Captions not law -- 1991 c 297: See RCW 43.19A.900.

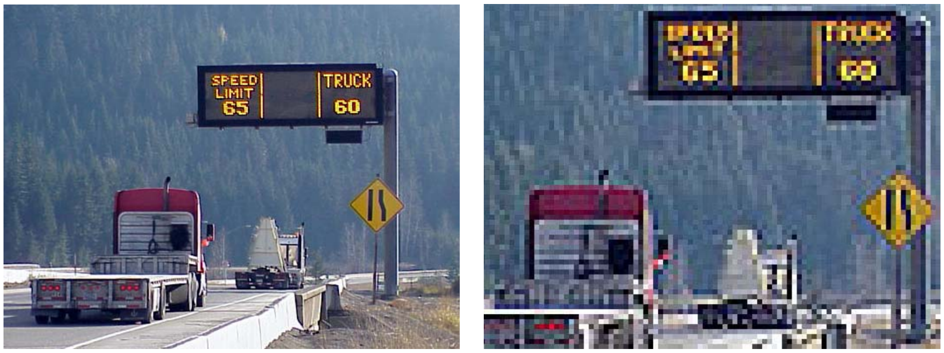
A Few Tips on **Photo Resolution**

Dots per inch (dpi) or Pixels per inch (ppi)
The resolution of a photo image or scan. Also refers to the resolution of computer monitors. Most computer monitors display 72- 96 ppi.

A photograph, whether viewed on the screen or printed, is composed of tiny dots (also called pixels). The more of these dots per one-inch space, the sharper the image.

An image that is a 3"x5" in size, at 72 dpi, is composed of 216 X 360 pixels. It may look good at 5 inches wide but if you enlarge it to 7 inches wide it still contains the same 216 X 360 dots but now there are only *51 dots per inch*.

Using too low a resolution for a printed image results in **pixelation** – output with large, coarse-looking pixels. The digital photos below simulate the dramatic loss of quality when images are scaled up beyond a reasonable resolution:



Digital Camera Resolution

As a general rule, **2-megapixel cameras** take higher quality pictures than **1-megapixel cameras.** This is due to better construction, better lenses and sensors and more built-in functions to deal with photography conditions. Likewise, a **3-megapixel camera** tends to produce images that are slightly better in quality than a 2-megapixel camera.

Camera Type	Highest Resolution	Results
1.3 or **1.5** megapixel camera (costs about $50-$200)	1083 x 1200 pixels or 1200 x 1250 pixels.	• Resolution (detail) is low. • Good for web, PowerPoint shows or small prints, 4" x 6"; • Poor quality for 8" x 10" prints.
2.0 megapixel camera ($200-$300)	1200 x 1600 pixels	• Very sharp photos for web • Very good quality for most 8"x10" prints
3.0 megapixel camera ($350-$400)	1536 x 2048	• Very sharp photos for web • Very good quality for 8"x10" prints • Good prints up to 11"x14" • Print on press (high res) up to 5"x7"
4.0 megapixel camera ($400-$500)	1600 x 2400 pixels	• Great pictures at 8"x10" • Good prints 10" x 15" • Print on press up to 6"x8"
5.0 or **6.0** megapixel cameras ($600-$1,500)	2,560 x 1,920 pixel	• Great for posters, displays, press • Very Sharp prints up to 12"x16" • Good prints up to 17"x26"

The other choice is to use either 35mm slide film or print film. These photos sometimes scan well enough to enlarge to poster-size.

Your Desktop Laser Jet Printer
Most laser printers print at either 300 or 600 dpi. Generally, digital photos will still print well as low as 160 dpi to 240 dpi at actual size. However, if your photo is only 72 dpi at actual size, a printout will look jagged or blurry.

If Your Photos will be Printed on a Press

For print, the resolution of your photos is extremely important. Just because a scan looks good on your screen or on a laser printer does not mean it will look sharp when printed. Scans and photographic images must be of sufficient resolution to print on a press with good results.

While the resolution of an office laser jet printer is 300-600 dpi, a Linotronic printer which generates negatives prints at 2,540 dpi! If a photo does not have enough dots per inch (below 160-180 at the actual size you want to print) there will not be enough data (or dots) for the negatives to “pick up” and reproduce the image. This results in a photo that is pixelated or blurry.

LPI: Lines per Inch
and its Relation to DPI (Dots per Inch)

The resolution (line screen) of a printing press determines how much detail the press and the paper can hold.

- High quality printing (such as brochures, reports, or newsletters) is printed at 133 lpi or 150 lpi. 150 lpi produces a very smooth line screen – commonly used for glossy posters or brochures.
- Newspaper presses print only at 65 or 85 lpi. This is because newsprint is a lower quality paper and cannot reproduce such a fine line screen. Therefore, newspaper photos and charts will not have as much sharpness and clarity.

As a guideline, the **dpi** of your photos should be twice the number of **lpi**. This means to print at 150 lpi the photo resolution needed is 300 dpi. If you don't know what the printer's line screen (lpi) will be prepare your photos or scans for 300 dpi, at actual size.

How to Build a Better Document

The following steps can help you produce more effective documents:

- ☐ plan
- ☐ research and images
- ☐ organize
- ☐ draft
- ☐ review and edit

You can quickly think through the five-step checklist for simple or routine documents. Invest more time and effort in planning for larger or more complex documents. Work through these steps as a team for complex or significant documents with many contributors.

Plan

Authors often skip this step, which makes their work more difficult and time-consuming and reduces the chance that their document will succeed.

For simple documents like an e-mail or letter on a routine topic simply stop and take a moment to think about your document before typing.

For major reports, newsletters, Web pages, sensitive topics, or unclear assignments ask some questions before you begin and consider writing down the answers. If you're going to invest a lot of time in a document (like a study, plan, or report) it's wise to invest extra time in planning.

Documents that need to serve multiple audiences, multiple bosses, or a team can be particularly tricky. You may want to work with the group, write out a plan, and build consensus for the document in advance. Getting those involved to buy off on a written plan at the start can help you reveal and resolve potentially time and effort wasting conflicts, uncertainties and contradictions. Planning your document, either alone or with others, is a wise investment. Answer these questions:

- What's the purpose of the document?
- Who is the document for?
- How will the document be used?
- What do my readers think now? What do I want them to think?
- What's our key message? What kind of supporting messages or arguments will be most effective?
- What kind of document will work best? Would a phone call be more effective than an e-mail?

Consider your readers

It's important to consider your readers when planning your document. Your job is to meet their needs rather than make the writing project easier for yourself.

Take a moment to put yourself in your readers' shoes:
- ☐ What do they want?
- ☐ Will they quickly get the information they need?
- ☐ Is the information relevant?
- ☐ Did we address the readers' specific needs?
- ☐ Will different readers have different needs? If so, can we meet those needs in a single document or should we really create separate documents?

Multiple audiences, big challenge

Documents that serve multiple audiences with different interests are a big challenge. They're also very common at WSDOT. Identify your primary audience. Be certain your document meets their needs. Then do what you can to make the document useful for secondary audiences without harming usefulness for your primary audience. Many techniques that make a document more readable and easier to scan help readers find the information they need quickly, even if they aren't the primary audience. These include:

- organizing writing to directly respond to your reader's concerns
- writing clearly and coherently
- creating clear sign-posts to help readers navigate your document, for example using headings, sidebars and bulleted lists
- using plain English, avoiding jargon and minimizing use of acronyms
- including meaningful titles and headings
- presenting information in logical chunks
- telling your story visually using photos, maps, charts and graphs

Research and images

Research is often like peeling an onion, each layer you remove only reveals more. Researching a topic thoroughly can help you develop accurate, credible messages and information. Seemingly simple topics are often technically complex. Consider the potential payback and your other work priorities when determining how much time and effort to spend on research.

The communities and people we serve are also complex, diverse and constantly changing. Carefully consider your readers' needs and perspectives when researching a topic. Using somewhat related and easy-to-get information instead of information that's most relevant to your readers' can be more efficient, but also often sends the message that you're inattentive, lazy, imperious, and evasive. For the same reason don't assume that you must show off all of your research by putting all of the information you gather into your document.

- Was the level of effort appropriate to the significance of your document and readers?
- Is my document credible? Is the level of detail presented appropriate or my audiences?
- Did I research to obtain information that's relevant to my audience, not just easy to get or in my area of expertise or interest?
- Did my research reveal issues or information that may require me to admit fault, errors or needs?

Prepare images early

Photos, graphs, maps, charts and other visual images can be extremely effective ways to convey information to readers. Think ahead about what images will convey information and messages powerfully and efficiently. Start developing and gathering them early in the document preparation process. They often take more time than expected to produce. They also often influence writers and editors. For example, a story effectively told using a photo or map often supersedes text.

WSDOT recently developed standards for maps. Contact the Headquarters Graphics Office to request maps.

Organize

Before you start writing it's a good idea to stop and decide how to best tell your story and most effectively organize your information.

Have you ever noticed that television and radio news always lead off with their biggest story of the day? Only the most highly motivated readers will slog through background, history, methodology, and analysis to get to the point of your document. Traditional scientific and academic writing styles are increasingly obsolete in part because they bury key information in documents. Put your key message and key information, including findings and recommendations, right up front.

- How do I make my key message and information easy to find?
- How do I present my information in the most logical order and into easy-to-understand chunks?
- Are my paragraphs, pages and chapters coherent?
- Can I use headers or section titles to help my readers navigate?

Draft

Primary authors have the toughest job. Putting words on a blank page is difficult. Planning, researching and organizing your document help make this task easier.

- Will writing headings and subheadings help me break down the task into less daunting chunks?
- Will using questions as headers help keep my writing clear and focused?
- How does the text work with visual images?
- Is the flow of information logical and connected?

Review and edit

Writing is more art than science. What seems to work for you may not work for many readers. In addition, the author is typically close to the subject they're writing about. A reviewer and editor with "fresh eyes" will catch errors that even extremely talented writers miss. For these reasons, having another person review your document before it's published is a crucial but often skipped step. Even the world's finest authors, like Toni Morrison and Michael Cunningham, need editors.

Reviewers and editors should do more than correct spelling, grammar and punctuation. They should also watch for clarity, cohesion, messaging, tone, order, plain English, compliance with WSDOT standards, and other broad elements that help make a document effective.

Consider the read-once technique. Have someone read your document once through and put it down. What did they remember from it? What things stood out? Are those your key messages? If not, the document needs reworked.

- Is the messaging responsive, consistent and on-target?
- Is the tone correct?
- Is the information clear, concise and easy to understand?
- Is the information cohesive? Is it presented in an order that will seem logical to the reader?
- Are formatting, punctuation, tense and spelling correct?
- Is the author using plain English?
- Could you remove unnecessary detail or information?

Active Voice

Active voice is powerful. Sentences in active voice are generally more clear and more direct than those in passive voice. The consistent use of active voice makes your writing sound more forceful and bolsters your credibility.

The use of passive voice can create awkward sentences that are difficult to read and understand. We often speak in passive voice. This is more acceptable than writing in passive voice.

Overusing either passive or active voice can make your writing seem flat and uninteresting.

What are active and passive voice?

The active voice is more direct and concise than the passive voice. In active voice, the subject performs the action expressed by the verb. In passive voice, the subject receives the action expressed by the verb.

Active: The engineering manager reviewed the plans.
Passive: The plans were reviewed by the engineering manager.

How do I recognize passive voice?

To recognize passive voice, look for the verb phrases that include a form of *to be*, such as *am*, *is*, *was*, *were*, *are*, or *been* and for the phrase *by the*. Active voice sentences make the doer the subject of the sentence and make the goal or receiver the object of the sentence. Passive voice sentences make the goal or receiver the subject of the sentence. Passive voice isn't always easy to identify.

Passive: The boy has been chased by the dog.
Active: The dog has chased the boy.
Active: The dog is chasing the boy.

In some passive voice sentences, the phrase *by the* and any mention of the person or thing performing the action is omitted.

Passive: Experiments have been conducted to verify the strength of the concrete. (by whom?)
Active: WSDOT engineers conducted experiments to verify the strength of the concrete.

How do you change a sentence from passive to active voice?

If you want to change a passive voice sentence to active voice, find the agent in the *by the* phrase, make that agent the subject of the sentence, and change the verb accordingly.

Passive: The draft environmental impact statement was delayed by the regulations that changed while it was being written.
Active: Changing regulations delayed the draft environmental impact statement.

In addition, consider changing the verb to make a tame sentence more lively or vivid.

Passive: There were a great number of dead leaves lying on the ground.
Active: Dead leaves covered the ground.

If the person or thing performing the action is omitted in a sentence, add them back in to the sentence, make them the subject of the sentence, and change the verb accordingly.

Passive: The construction schedule for this project was changed. (by whom?)
Active: We changed the project construction schedule.

When should I consider using passive voice?

In most writing active voice is preferable to passive voice. Passive voice can be used occasionally to add variety to your document or to indicate a shift in tone.

Passive voice is more readily accepted in scientific or technical writing since you can write without using personal pronouns or the names of particular researchers as the subjects of sentences. This practice helps create the appearance of objective, fact-based discourse because writers can present research and conclusions without attributing them to particular people or organizations. Instead, the writing appears to convey information that is not biased by individual perspectives or personal interests.

The use of passive voice in scientific or technical writing has drawbacks. The use of active voice in these documents conveys clarity and a sense of confidence that can be extremely helpful for both author and reader. Overuse of passive voice or use of passive voice in long and complicated sentences can cause readers to lose interest or to become confused.

Jargon

Jargon is a negative term describing specialized vocabulary.

A **term of art** is a word having a particular meaning in a certain field.

Both are the language of the specialist. When writing for readers who share the same expertise, a term of art can be a useful shortcut, saving time and explanation. However readers who don't share this expertise may consider the word or phrase jargon, perceiving it needlessly obscure and pretentious. What one reader considers jargon another might consider a term of art.

Effective documents are easy to use and enhance our credibility. Documents riddled with jargon indicate that we are trying to impress or baffle the outsider, that we are better than our reader. As a result, documents filled with jargon get ignored or dismissed.

Some authors argue that terms of art are unavoidable if we want to convey exact meaning. While this may be true for documents that will be used exclusively by readers with similar expertise, good judgment is required.

Unnecessary use of jargon hinders communication.
- How often do readers really require exact meaning?
- How valuable is exact information if the use of jargon has undermined your credibility with many readers?
- Are readers better served by easier-to-understand language that's slightly less exact but still accurate?

Nearly everyone complains about government and big business jargon, full of doublespeak, inaccurate, imprecise, and confusing to the ordinary citizen. Yet when physicians and surgeons discuss your case among themselves, you don't begrudge them their terms of art. Ultimately, if the reader cannot understand your document it's useless. It's not always wise to completely avoid terms of art. However it's wise to minimize their use.

Jargon or term of art?

Many terms of art are routinely used at WSDOT. If you're not familiar with them you might consider them jargon:

Highway construction and traffic

lane miles, milepost, scoping, false work, channelization, environmental impact statement, mitigation, Federal Highway Administration, vegetation management, MUTC, high occupancy vehicle lane, FONSI, deliverable, storage pocket, collector distributor lanes, business access and transit lanes, logical terminus, and grubbing.

Communications

Plain English, subject, active verbs, strategic messaging, tactics, Q-rating, channel marketing, tone, media alert, CARS, news hook, hard top, package, voice over, and forward throw.

Human resources

Anniversary date, position number, register, exam, org, table of organization, CQ, matrix, annual leave, and essential job function.

Management

Organizational development, quality process improvement, business plan, strategic plan, managing up, managing down, and just-in-time.

How can I avoid jargon?

While it's sometimes difficult to plainly present complex issues or technical information, solutions to avoid jargon are often elegantly simple.

Consider your reader

Before writing your document stop and think about your reader or readers. Do they share the same expertise as you? Will they share the document with others who don't? Are you assuming that only a technical reader will take interest in your work when a broader audience is possible?

Use plain language

For example, instead of using the word channelization, tell your readers that you're adding right and left turn lanes. Instead of using the phrase high occupancy vehicles, tell readers about buses, carpools and vanpools. Instead of saying that the contract is complete, state that the project is complete or the work is done.

Brief isn't always better

Jargon sometimes allows writers to quickly identify a complex concept. Taking a sentence or two to clearly explain the concept is typically more valuable to your readers than the brevity jargon provides.

Edit your work

Sometimes jargon is so ingrained in your writing that it's difficult to catch. Asking someone to edit your work or setting your work aside for a while and reviewing it later can help you catch jargon.

When I must use jargon, how do I use it properly?

When you must use jargon, define the word or phrase the first time you use it. If the jargon is used throughout a long document, remind the reader of the definition periodically. Don't forget that many of your readers are scanning your document for information they need, not reading it from start to finish.

While glossaries are helpful for some readers, don't assume they provide carte blanche to use jargon or eliminate the need to define jargon in your document.

Unclear sentences

Problems often seen in reports, briefing papers and letters submitted by Washington State Department of Transportation staff are the tendency to choose long phrases full of little words, to stack multiple phrases—many of which are full of little words, to include incredible amounts of detail in sentences, and to hide both the person or thing taking action and the action they take in a sentence, which ultimately obscures the important information and leaves readers struggling to untangle the writing to understand the information presented and determine what, ultimately, is the point of the sentence.

Translation: we should tighten up our writing.

Economical writing is clear, concise and direct. Readers can readily understand what action is being taken and who or what is taking that action. This doesn't mean every sentence must be short.

How do I fix overstuffed sentences?

Make your main character the subject of the sentence

Each sentence should tell a story. Readers should be able to clearly identify a doer and an action. Circle the doers and actions in a sentence. Are they in the right place or are they hidden in the sentence?

Make your doer the subject of the sentence. Make their action the verb.

Eliminate unnecessary phrases and information

Take a close look at phrases in the sentence and simply eliminate those that aren't needed:

> We will set up a series of eastbound and westbound signs informing drivers of the closure so they can expect delays and either take alternate routes or plan to add extra time to their trip.
>
> We will set up signs that encourage drivers to expect delays, use alternate routes, and allow extra time.

Watch for stacked prepositional phrases and eliminate as many as possible:

> When planning construction we should consider the effect of our construction work on drivers who are entering and exiting the nearby businesses to shop.
>
> When planning construction we should consider shoppers' access to businesses.

Watch for compound noun phrases and rewrite them. Strings of nouns are difficult to read and understand and are easily misinterpreted. Reverse their order and link using verbs and prepositions:

> The region quality assurance standards compliance committee delayed their decision regarding document standards enforcement.
>
> The region committee that oversees compliance with quality assurance standards delayed their decision about enforcing document standards.

Stop and consider who will read the document. What level of detail do they need? What questions do they need answered? Too much detail often obscures the key information you want to convey. Writers and editors must strategically balance the need for detail with the need for clarity.

If you must include detailed information, consider using bulleted lists, headings or attachments. You can then put your main information front and center while giving more control to your readers, who can easily find more detailed information if they choose. For example, readers can skip over a bulleted list if they don't need the detailed information it contains.

Correct comma splices

Comma splices happen when the writer strings independent clauses together with commas:

> Our crews were not able to put down the final layer of pavement and final pavement markings last fall, though they finished much of the work and opened the new lanes, because wet, cold weather arrived earlier than expected.

You could separate this sentence into independent sentences, each with its subject and verb:

> Crews were not able to put down the final layer of pavement and pavement markings last fall. They finished much of the work and opened the new lanes. However they couldn't complete the job because cold, wet weather arrived earlier than expected.

Or you could edit the three sentences into a single idea:

> Crews opened the nearly complete lanes despite unexpectedly cold, wet weather.

Fix run-on sentences

Run-on sentences blur ideas. Run-on sentences can only be fixed when the writer clarifies what they meant to say and arranges clauses accordingly. Reading sentences aloud and noticing natural pauses can help you determine the best way to fix a run-on sentence:

> Work zone safety was a concern when construction resumed we corrected the problem.

In this sentence the phrase "when construction resumed" might be the end of a first independent clause:

> Work zone safety was a concern when construction resumed.

Or it might begin the second:

> When construction resumed we corrected the problem.

You can fix run on sentences by inserting punctuation:

> Work zone safety was a concern when construction resumed. We corrected the problem.

Rearranging the order:

> We corrected the work zone safety problem when construction resumed.

Or rewriting the entire sentence or paragraph:

> We corrected the work zone safety problem before construction resumed.

Watch which

Which can ensnare your idea in a tangle of subordinate clauses:

> The pedestrian grant program, which now focuses on safe routes to schools, is funded by the Federal Highway Administration, which delegated administration to our agency.

Which is frequently used when a writer is trying to squeeze two separate ideas into one sentence. Consider breaking the information into two separate phrases or sentences.

> We administer the pedestrian grant program for the Federal Highway Administration. This program now focuses on safe routes to schools.

Readers often assume that the information presented after the word which is an afterthought. Present the information in order of importance:

> The Federal Highway Administration's pedestrian grant program now focuses on safe routes to schools. We administer the program for them.

Staying On Message

Powerful documents convey a set of clear messages to their readers. These messages must be consistent and credible, resonate with readers, and convey the unique characteristics of our agency and the work we do.

WSDOT uses consistent strategic messages statewide. These messages apply to all parts of WSDOT. They have remained quite consistent during the past few years. These messages should be routinely and appropriately incorporated into our documents.

WSDOT messages

Incorporate these messages whenever reasonably possible:

- WSDOT projects provide real benefits
- WSDOT delivers on-time and on-budget
- WSDOT is accountable, we spend your money wisely

How do we incorporate WSDOT messages into documents?

You don't publish the messages exactly as written above. Instead, you incorporate information that reinforces these messages. Remember, reinforcing our key messages isn't just about what you say but also how you say it.

WSDOT projects provide real benefits

Include the public benefits of the projects and services we deliver. It's not enough to just say we constructed an overpass. What problems will the new overpass solve? Use the language your readers use, even if it requires more text. Make clear that the project or service solves a transportation problem. Use numbers to quantify the benefits if you can.

Weak

WSDOT's I-5 dowel bar retrofit project will reduce rutting and spalling and comply with environmental regulations.

Stronger

WSDOT's I-5 Bellingham project smoothes and repairs the cracked and rutted freeway surface. This makes the aging freeway safer and more comfortable for drivers. It also saves tax money by extending its life ten years or more. In addition, the updated drainage system will better protect salmon.

WSDOT delivers on-time and on-budget

When appropriate, mention that the project is ahead of schedule and under budget. If you provide a service, take advantage of opportunities to mention how we've streamlined, improved service, and found more efficient ways to deliver the service.

If you're over budget or behind schedule, be candid and straightforward. Don't forget to explain clearly why we're over budget or behind schedule, what we're doing to fix the problem, and what we're doing to prevent the same problem from happening again in the future.

WSDOT is accountable

WSDOT is a can-do agency

We use a "get to yes" philosophy. We work to demonstrate how we respond to customer input and, if we can't meet expectations, explain why and provide workable alternatives.

Weak

Regulations and agreements with the City of Seattle don't allow WSDOT to conduct spot-maintenance on I-5 during the day.

Stronger

We repair cracks and potholes on Interstate 5 at night to avoid causing gridlock. Unfortunately, this nighttime work unavoidably causes noise. We make every effort to minimize noise, including using special portable noise barriers and lowering the volume on truck safety warning beepers. We also make every effort to finish the job as quickly as possible.

WSDOT cares

We let our customers know that we listen to them, care about what they are saying, and respond to their concerns. One way to show you're paying attention to your readers' needs is to simply paraphrase their questions or concerns.

We listen: customer-focused, two-way communications

We openly communicate with customers. We seek meaningful input early in project development. We listen to concerns, address them, and follow-up to let people know how we responded to their needs. We see the world from our customer's perspective.

Coordinated messages

We coordinate our messages statewide and provide consistent information to customers.

No surprises: we're proactive

WSDOT is the first and best source of information about the agency, whether the news is good or bad. We provide accurate, timely, complete and open communications on issues for which we are responsible. We take the initiative to get information out and we make sure we provide accurate information. We anticipate the needs of our customers and provide information before it's requested.

WSDOT is the brand

WSDOT's brand is everything people think, feel, believe, and associate with us and our work. A brand is what believe and feel when you hear a name like Kleenex, Coca-Cola, Bank of America. Our brand is in the mind and hearts of our customers. Our documents must support and reinforce a positive association for the WSDOT brand.

We support a single WSDOT brand. We are one DOT, regardless of region, mode, or office. Writers and editors should watch for opportunities to reinforce our agency brand and eliminate unnecessary mention of parts of the organization. Unless there is a compelling, reader-driven reason to include a part of the organization in your document, simply refer to us as WSDOT.

Rather than "The Northwest Region Traffic Office conducted extensive research …" use "WSDOT conducted extensive research …" If you feel the reader would find more detail necessary, "WSDOT's Traffic Office …" is a less desirable but acceptable option. Sub-brands, like Northwest Region, Urban Corridors Office, or Urban Planning Office simply confuse readers and dilute WSDOT, the parent brand.

How do we undermine our messages?

The following are some of the most frequent ways we undermine our key messages:

Evasive and off-target responses

How can we be accountable and deliver projects successfully if we don't listen to our customers? An off-target document, one that doesn't directly address readers' questions and concerns, makes us appear evasive or inattentive.

Responding to customer questions and concerns can be difficult. They often don't clearly convey what they're looking for; don't have a clear understanding of the topic; and stack multiple, unrelated topics in a single request. Sometimes it just seems more efficient to give our customers information we think might be close enough to meet their needs. This leads readers to believe that we don't care, didn't listen, and aren't responsive. You're left with two options: making an extra effort to answer complex questions and provide more information than your reader needs or asking a customer to clarify before investing time and effort in your response.

We omit information and miss opportunities

We tell only part of our story. For example, we have an opportunity to mention that a project is on-time and under-budget, yet we don't mention our success.

Weak

We're using variable message signs and highway advisory radio to alert drivers to the construction ahead.

Stronger

WSDOT staff will fly over the highway in a plane to assess traffic conditions during peak traffic hours. We'll use this information to provide real-time traffic information and advice to drivers approaching our detour. Variable message signs and highway advisory radio will be updated as traffic conditions change.

Jargon and acronyms

Using jargon and acronyms doesn't convey authority or expertise. At worst, readers view them as a smokescreen; you're hiding something. At best readers feel our agency is sloppy, arrogant, and out-of-date. Nothing tells a reader that we're part of a lumbering, wasteful bureaucracy faster than acronyms and jargon. Truly great writing packs a punch into every word. Clear, concise writing is a difficult but worthy goal, particularly when dealing with complex issues.

Tone

Finding the right tone requires good judgment. Appropriate tone differs from reader to reader, customer to customer. Often, the correct tone for WSDOT documents is matter-of-fact, candid, professional and friendly. Occasionally an imperious or condescending tone creeps into documents. We're the experts and we know better than you. Techniques to correct this problem include expressing empathy or sympathy, paraphrasing customer questions or concerns to confirm that you're listening, and recognizing common objectives before you outline solutions that differ from your reader's ideas.

Burying the lead

We often bury the information that's most relevant to our customers beneath paragraphs or pages of background information, history, data, and methodology. Start with the compelling, bottom-line information that's directly responsive to your reader's question or needs.

If you are struggling to figure out your lead, do this: imagine that you are a newspaper editor. What would you use as a headline? What would be in the first paragraph of the news story? Lead with that information.

Tone

It's not just what you say, it's how you say it.

What is tone?

Your writing doesn't just relay facts, it tells your reader a lot about you. Tone is the impression the reader gets of you from your document. Writers connect with readers by providing both high-quality information and a human connection.

Spelling, punctuation, usage, grammar and many other writing elements are guided by specific rules that clearly define whether they are correct or incorrect. Unlike these, tone incorporates all of the ways your writing connects with reader.

Why does tone matter?

Selecting the appropriate tone can establish you as an authority, show that you are compassionate, or bolster your credibility. Tone fosters a relationship between you and the reader.

Tone is powerful. Off-target tone can discredit the information you provide, make your reader unintentionally angry or frustrated, or lead your readers to get the information they need from another source. Appropriate tone can diffuse a difficult situation and save huge amounts of future time and effort.

How do you select an appropriate tone?

The safest bet when writing on behalf of our agency is to be straightforward and professional. However, sometimes it can be extremely important to adjust your tone to more effectively connect with readers. You are making a crucial strategic decision when you establish tone in a document. When selecting tone consider:

Subject and content

Tone should suit the subject and content of your document. Using humor in a document outlining a legal dispute is an obvious example of mismatched tone and content.

Relationship to your reader

The relationship between the writer and reader should influence tone. For example, you would likely convey a different tone in letters replying to similar transportation inquiries from a friend and U.S. Senator Patty Murray.

Outcome you desire

Use tone strategically to influence your reader. Consider both the content and tone that will most effectively achieve the result or reaction you desire. For example, at times an authoritative tone is more effective than a conciliatory tone and showing empathy is more powerful than displaying expertise.

When should you adjust tone?

It's always an important first step to consider your reader before writing a document. What is their perspective? How do they feel about the topic? Why do they need your document? How do you want them to perceive you?

Examples of occasions when you might wish to change tone include:

- when you're addressing a sensitive subject
- when the document will be read by people with influence or power
- when you know your readers are particularly hostile or supportive
- when you want to send a signal, for example, that you are changing your role or position

The tone you select varies depending upon who will read your document and how you would like them to perceive you.

How do you adjust tone?

When you write or edit a document and the tone seems inappropriate, some of the most common suggestions to improve tone include:

Choosing different words

- I regret to inform you that your dog died.
- I regret to inform you that your dog kicked the bucket.
- I regret to inform you that your dog passed away.
- I regret to inform you that your dog bit it.

Adding or revising opening or closing sentences

Opening sentences set the tone for a document and closing sentences provide a last impression to your reader. Simply revising these parts of a document adjusts tone.

Changing content

Adding, removing, reordering and revising content influences tone.

Using more active or passive language

- We have decided to change the construction schedule for this project.
- We are changing the construction schedule for this project.
- We changed the construction schedule for this project.

Using language that is more or less technical

- Carpool lanes help keep all traffic moving, particularly during rush hour.
- High occupancy vehicle lanes enhance all traffic flow, including flow in general-purpose lanes, particularly during peak traffic volume hours.

Acronyms

An acronym is an abbreviation of the words it represents, usually using the first letters of words in a phrase. Acronym use is so widespread that you'll find more than 320,000 acronyms defined at www.acronymfinder.com. Common acronyms include:

- radar (radio detecting and arranging)
- AIDS (acquired immunodeficiency syndrome)
- laser (laser light amplification by stimulated emission of radiation)
- HTML (hypertext markup language)
- scuba (self contained underwater breathing apparatus)
- SUV (sport utility vehicle)

When used properly, acronyms eliminate repetition of cumbersome phrases and make documents easier for people to read and understand. However acronyms are often the language of the specialist. When writing for readers who share the same expertise, acronyms can save time and explanation. However other readers will find them needlessly cumbersome and pretentious.

The use of acronyms requires good judgment. Documents riddled with acronyms indicate that you are trying to impress or baffle the outsider, that you are better than your non-technical reader. In many cases, readers must make a Herculean effort to decipher an alphabet soup of acronyms. As a result, documents filled with acronyms get ignored or dismissed.

When should you think twice about using acronyms?

Shorter isn't always better

Clear and concise writing requires a delicate balance. Writers often use acronyms to shorten a document. While this is a good instinct, making a document shorter at the expense of readability is typically a poor trade-off.

Easier for you, more difficult for your reader

If you invest time and effort to create a document you probably want someone to read, understand and use the information. The use of acronyms may ease your writing task, but ultimately undermines your entire motivation for creating a document at all. How valuable is the information you're presenting if overuse of acronyms makes the information difficult to understand and undermines your credibility?

Looking smart?

Some writers believe that acronyms make them look like they know what they're talking about; that they're up-to-date and technically adept. Unfortunately, most readers view documents that use lots of acronyms as old-fashioned and bureaucratic. Acronym use boomed in the 1940s, when government expanded and huge bureaucracies developed to support World War II. These origins still color readers' perceptions about documents that use acronyms.

When is it okay to use acronyms?

Consider your reader

Before writing your document stop and think about your reader or readers. Do they share the same expertise as you? Will they share the document with others who don't? Are you assuming that only a technical reader will take interest in your work when a broader audience is possible? Readers who share expertise with the author are more likely to understand and tolerate acronyms common to their field of expertise.

Corporate names

It's acceptable for authors to more freely use the acronym representing the organization they represent. Proper use rules—including defining the acronym in the first reference—still apply. It's okay to use the acronym WSDOT as long as you clearly define that the acronym stands for the Washington State Department of Transportation the first time you use it in each document.

So common you might not realize they're an acronym

Some acronyms are so well known that explanation and definition is unnecessary. Examples include laser, scuba, and radar. These acronyms are so well known that they are no longer capitalized like other acronyms. However, these are few and far between.

Don't assume your readers are familiar with acronyms you use frequently

Commonly used transportation acronyms often leave the general public, legislators, and even other transportation professionals bewildered. Even well-used acronyms like EIS, HOV, and FHWA are not familiar to most readers. Acronyms also have multiple definitions. For example, HOV is heavy occupancy vehicle, heat of vaporization or high occupancy vehicle. EIS can mean enterprise information systems, emergency information system or environmental impact statement.

How do I avoid using acronyms?

Use them only for complex phrases

There's little need to use acronyms for short phrases, even if you use them frequently. AI isn't much shorter on the page than artificial intelligence and SR isn't much shorter than state route or highway.

Use them only when you'll use a complex phrase many times in a document

If you're using the complex phrase only two or three times in your document, simply spell it out each time.

Use the complex phrase once, then use a simpler word to refer back to the phrase

Weaker

Rock slides forced the closure of State Route (SR) 20 between Newhalem and Diablo. WSDOT crews are working feverishly to reopen this stretch of highway. SR 20 is also closed a few miles to the east of Diablo, where snow slides routinely force winter closure.

Stronger

Rock slides forced the closure of State Route 20 between Newhalem and Diablo. WSDOT crews are working feverishly to reopen this stretch of highway. The highway is also closed a few miles to the east of Diablo, where snow slides routinely force winter closure.

How do I properly use acronyms?

Define acronyms in the first reference (or more often)

Define acronyms in the first reference. Spell out the phrase then list the acronym in parenthesis:

- average daily traffic (ADT)
- Employee Development and Performance Plan (EDPP)
- environmental impact statement (EIS)
- gross ratings points (GRP)
- Interstate 5 (I-5)

Don't assume readers will catch the first reference

Readers often search documents for the information they need rather than read them from start to finish. Don't assume that readers will catch the first reference of an acronym in a document. In large documents, consider defining acronyms in the first reference in each chapter or more frequently.

Don't assume readers will use an acronym key

Many of those using your document are trying to find an answer to a question. Flipping back and forth between the text and an acronym key or definitions list not only hampers comprehension but frustrates your readers. An acronym list may be a helpful tool, but doesn't give a green light to excessive and improper acronym use.

Capitalize acronyms and don't use periods between letters

Capitalize acronyms, even if they are derived from a phrase that isn't a proper noun. Don't use periods between letters in an acronym.

When defining an acronym, only capitalize the phrase if it's a proper noun

While all acronyms are capitalized, the phrases they're derived from can be either proper or regular nouns. Don't assume that all phrases used as the basis of an acronym should be capitalized.

Ordinary nouns

high occupancy vehicle (HOV)
environmental impact statement (EIS)
environmental assessment (EA)

Proper nouns

Manual on Uniform Traffic Control Devices (MUTCD)
Interstate 405 Expansion Environmental Impact Statement (EIS)
Legislative Transportation Committee (LTC)

Know the acronym rules for specialty documents

Legal, legislative and regulatory documents sometimes very from acronym standards. These documents, intended for a limited, technical audience, often use lots of acronyms and capitalization. While these traditions are powerful, they make the documents more difficult to read and understand. While use of these specialty standards is often expected and required, avoid them if you reasonably can.

This document is formatted to improve briefing paper readability. It includes features to help you easily write and format documents that are clearer, more concise, and easier to use.

Formatting for text in this document is automated using the Microsoft Word styles tool.

How do I use this formatting in my other documents?

Instead of opening a blank Word document, use this document to establish its styles instead of the Microsoft default styles. Here's how:

1. On the File menu, click **Save As**.
2. Name your new file, save it as a **Word Document (.doc)** and put it in the proper folder.
3. Delete the sample text out of the new file.
4. Enter your own text.
5. Format the headings using the Microsoft styles (see below).
6. Edit the header and footers.

How do I use Microsoft Word styles to format my document?

Microsoft Word's style features make it easy for you to consistently format the many different elements of your document. In this sample, the Word styles have already been customized.

To apply a Microsoft Word style

1. Position your insertion bar or cursor within the text or paragraph you want to format.
2. Find the Style box on the Formatting toolbar: it's the box with Normal▾ showing in it.
3. Pull down the menu under the Style box and click the style you want to use.

What Microsoft Word styles do I have to work with?

You can create many documents using the formatting in this document. In your Style box you will find the following basic styles:
- Heading 1
- Heading 2
- Heading 3
- List with bullets
- Normal [for all of your text that is not a title, heading, or list]
- Title
- Footer

This is a Heading 1

This is a Heading 1, used for the major sections of your document. By clicking **Heading 1** in the Style Box, you can put all your major headings into this format. No return is needed between your Heading 1 and the first line of text.

How do I edit the information in the header and footer?

This sample is formatted with a First Page Header that contains the WSDOT logo. The sample also has both a First Page Footer and a Footer that will appear on every page following the first page.

If you prefer to remove the WSDOT logo from the header

1. On the View menu, click Header and Footer.
2. In the Header and Footer tool box , use the first button on the left to shift to the Header.
3. Use the back arrow ◀ to reach the First Page Header.
4. Delete the WSDOT logo from the First Page Header.

To edit the footers

Formatting this sample document with a Different First Page makes it possible to display the WSDOT logo on the first page without having it appear on all subsequent pages. However, this page layout creates a First Page Footer as well as a Footer—and you will need to edit both of them.
1. In the View menu, click **Header and Footer**.
2. In the Header and Footer tool box, use the first button on the left to shift to the Header.
3. Click the back arrow ◀ to reach the First Page Footer and then edit your text.
4. Click the forward arrow ▶ to reach the Footer and repeat your edits.

Have questions?

If you have questions about this sample, please feel free to contact Stan Suchan, WSDOT Northwest Region, suchans@wsdot.wa.gov or 206-440-4698.

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Washington State Department of Transportation

Sample Chapter One
Introduction

What are the contents of Chapter One?

Chapter One provides background data and explicitly states the purpose and objectives for the report. It may also include information or a statement about how the report should be used.

Chapter One should *not* include information on technical methodology. Methodological information should be put in an Appendix instead.

Chapter One should *not* include information on the sources for data. This, too, should be put in an Appendix.

How do you format report chapters?

Note: For additional questions about text formatting (e.g., numbering, capitalization, use of hyphens, etc.) please refer to *The Chicago Manual of Style*, University of Chicago Press.

Page formatting and page numbering

- Report pages are oriented vertically with one column of text per page.
- Paragraphs are not indented and should be left justified.
- There are one-inch top and bottom margins and 1.25-inch left and right margins.
- Page numbering is continuous throughout the report. (Numbering does not restart with each chapter.)

Text formatting

- Text is single-spaced and is written in Times New Roman, size 12.
- To improve readability, text in single column format should not exceed 5 inches across the page.
- Two-column formatting is another acceptable alternative.
- **Bold** and *italics* are used for emphasis. Do not use underlining or all capital letters.
- Hierarchy of title and heading sizes is Arial bold size 18, 14, 12.
- Headings are nested as follows: heading 1 is flush with left margin, heading 2 indent by one-half inch, and heading 3 is flush with text.

How are bullets used?

If bullets are used again within the same report section, a black square box is used to identify subpoints.

Bullets and numbering help to highlight important points within a report.

Hierarchy of bullets is the following:

- plain circle
  - ■ black square box
    - ♦ black diamond

Example:
Operating costs are affected by a number of factors:

- Labor costs
- Maintenance costs
  - ■ Trains
  - ■ Tracks
- Supply costs

How is numbering used?

Hierarchy for numbered and lettered bullets is the following:
1., 2., 3.
    A., B., C.
        i., ii., iii.
            a., b., c.

Example:
Operating costs are affected by a number of factors:

1. Labor costs
2. Maintenance costs
    A. Trains
    B. Tracks
3. Supply costs

Washington State Department of Transportation

Sample Executive Summary

An Executive Summary should be completed for all reports over fifteen pages. The Executive Summary should be less than four pages in length, with a recommended length of one to two pages.

Divide the Executive summary into the following five sections:

Overview

The overview section provides relevant background information needed to understand the report summary. The overview section also clarifies the scope of the report.

What is the purpose for this report?

This section tells the reader why the report was completed and why one should be interested in the results. This section might also include the goals/objectives of the project.

What are the findings?

This section identifies *major* findings in the report. Key points should be mentioned with details left for the body of the report.

What options (or alternatives) are available?

This section is optional and should be used when a number of options or alternatives are being considered. It should give the key options or alternatives being considered and the rationale for them.

What are the recommendations?

This critical section gives the reader the “bottom line” about the report. This section explains both the suggested course of action and the reasons supporting the recommendations.

Sample Glossary

Active Warning Device Flashing lights and/or gates used at grade crossings.

Advance Warning Signals A sign used along a roadway to warn that a roadway-rail grade crossing is ahead.

Aquifer An underground geological formation containing usable amounts of groundwater that can supply wells and springs.

At-Grade Crossing The surface where the rail and a roadway (or pathway) cross at the same level.

Ballast Material selected for placement on the roadbed for the purpose of holding the track in place.

Best Management Practices (BMPs) Used during construction, methods that have been determined to be the most effective, practical means of preventing or reducing pollution from nonpoint sources.

BTU (British Terminal Unit) Standard measure for heat energy.

Bypass A track that goes around other rail facilities (bypasses them). A bypass may be as simple as a track that goes around a small yard, or may be as significant as a complete route revision.

Capital Costs Non-recurring costs required to construct (or improve) the rail line. Capital costs include the purchase of vehicles, track improvements, station rehabilitation, and design and administrative costs associated with these improvements.

Centralized Traffic Control A computerized system that uses remote controls to change signals and switches along a designated portion of railroad track.

Chokepoint An area along the railroad track that is often congested, making it difficult for trains to pass uninterrupted.

Commuter Rail Service between a central city and its suburbs, running on a railroad right-of-way. Examples include the Sound Transit’s commuter rail system in Puget Sound, Metrolink in Los Angeles, California and British Columbia’s West Coast Express.

Consist The number of vehicles forming a train.

Continuous Welded Rail Rails welded together in lengths of 400 feet or more.

Corridor Train Intercity rail passenger service that links major transportation centers within a limited geographic region. Trains that only travel between Vancouver, BC and Eugene, OR are called corridor trains.

Washington State Department of Transportation

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Acronyms

WSDOT	Washington State Department of Transportation
PNWRC	Pacific Northwest Rail Corridor
TDM	Transportation Demand Management

Fact Sheets and Frequently Asked Questions

Fact sheets are good tools for providing information. They are useful for explaining complex subjects to the public, to reporters and on websites.

Creating a Fact Sheet

Following four steps will help create powerful fact sheets.

Step 1: Gather content

Collect as much information as you can on the project you want to inform others about. Consider history, budget, location, affected citizens, and materials used, etc. Talk to the engineers or employees in the office performing the work. Think about the types of things a reporter would ask and also look for the surprising, interesting or unusual things about the project that a report might not expect.

Examples to get started

1. Who will be doing the work?
2. How will this affect the driving public?
3. When will it take place?
4. Where will the project occur?
5. What is the project office's role?
6. What will the project cost?
7. What is the environmental impact?
8. How will mitigation plans work?

Step 2: Organize and Outline

Sort the information by subject. For example, a project office is going to reconfigure an intersection and create a roundabout. The content collected includes the contract award, the cost of the project, intersection closure dates, detour routes, advantages to the reconfiguration and average daily traffic counts for the intersection.

Take each piece of information and group it with related information. Assign each group of information a name such as “Scarcella,” “Project Costs,” “Public Impact,” etc.
Write a master list of the names of each group. This is now an outline for the fact sheet. Rearrange the information until the outline makes sense.

Step 3: Trim, combine and simplify

In as few pages as possible, produce a fact sheet that highlights topics favorable for a newspaper story or for the targeted audience.

Ideally, the fact sheet will contain at least give groups from the outline, but no more than 10. Trim your information until the groups are between those two. Look for opportunities to combine the groups.

Try to simplify complex ideas. Using comparisons and analogies to describe complicated issues or practices is helpful to the audience. Turn jargon into English. Focus on benefits of the project.

Keep trimming. If the project or subject is too complex to reduce to one page, consider developing additional fact sheets making sure each one focuses on a certain aspect of the entire project.

Step 4: Format and Produce

Designs of fact sheets vary but consistency is important. No matter which style is used, the department's logo should be integrated into the document.

If the fact sheet is more than one page, limit it to three.

The title of the page should read "Fact Sheet" with a headline that explains the subject of the page. Using the outline, use a small header for each group. Bullets are a good way to open each paragraph.

Include the most vital or relevant information collected. The key is to keep it simple and easy to read.

Washington State
Department of Transportation

Basic Facts: The Tacoma Narrows Bridge Toll

June 2003

PAYING FOR THE BRIDGE

Why do we need a toll to fund the Tacoma Narrows Bridge Project?
Toll revenues are the only realistic way for the state to fund the new bridge project. In 1998, taxpayers in a seven-county area voted to finance and construct the bridge with "user fees" or tolls.

When will tolls for the Tacoma Narrows Bridge begin?
Starting in 2007, a round-trip, eastbound toll will be charged to motorists who travel over the Tacoma Narrows Bridge(s).

What is the expected toll rate? Will the amount change over time?
In the first year, the toll will be $3 for any vehicle, be it car, truck, or tractor-trailer rig. After the first year, the Washington State Transportation Commission will determine when increases are necessary in order to meet bond payment obligations. In addition, a nine-member Citizen Advisory Committee (not yet formed) will be appointed by the governor to offer input to the Transportation Commission on toll rates. The citizen committee members must reside within the project area. (See preliminary schedule of estimated toll rates between 2007 and 2030.)

Do regular commuters receive a discount? Will rates vary depending on size and type of vehicle? What about charges for carpools/vanpools/buses?
The question of toll discounts has not been decided, yet. The Commission will address this question and others. After the first year that tolls are collected, the rates are expected to vary between passenger cars and trucks and other large vehicles. Variable rates will be based on the number of vehicle axles. Vehicles with more than two axles (i.e. trucks and trailers) will pay a higher toll.

FOR MORE INFORMATION:
Tacoma Narrows
Bridge Office
1614 S. Mildred St.,
Suite 1
Tacoma, WA 98465
Phone: (877) 762-7769
(253) 534-4640

Will some vehicles — and what kind — be exempt from the toll? How about people reacting to a non-life threatening emergency?
The idea behind charging a toll is that everyone who uses the bridge — will pay the fee. There are exceptions being considered for emergency response vehicles, such as fire trucks, law enforcement and ambulances.

How long will the toll be in effect?
The round-trip toll is expected to remain in effect until about 2030. Once the cost of the bridge — financed in large part by bonds — is completely paid, the toll will be lifted. (About $800 million in tax-exempt bond financing supports the Tacoma Narrows Bridge project. The state has provided an additional $49 million to help pay for the bridge.)

COLLECTING THE TOLL

How will the state collect the money?
Drivers can pay the toll electronically or manually. Six manual toll lanes will be built just west of 24th Street NW on the Gig Harbor side. At the tollbooth, drivers may pay by cash, electronically, and possibly with credit cards. If drivers choose to pay electronically, they will be provided a *transpond*er. A service-center outlet will be established to sell transponders and maintain drivers' accounts. In addition, accounts may be established and maintained over the Internet.

How does electronic toll collection work?
A transponder is an electronic device the size of a credit card, placed inside the front windshield. The transponder reads the driver's account number by a remote antennae/receiver located just above the traveling lanes. As a vehicle drives through the main travel lanes, the receiver reads the account number, and automatically deducts the toll. Drivers with transponders may stay in the main lanes of SR 16 and maintain highway speeds. Drivers who choose the transponder-payment method may also drive (slower speed) through manual tollbooths without stopping.

How do motorists benefit from electronic versus manual tolling?
Customers who pay by transponder pay tolls in a cash-free, non-stop environment. An automated system can reduce or eliminate the inconvenience and delays associated with drivers stopping to pay tolls manually. Drivers can also update their accounts on the Internet, by phone or fax.

ENFORCING THE TOLL

Is it possible to use a single transponder in more than one car?
There are several types of transponders available. Some of the more inexpensive devices are made for single-vehicle use and not transferable. Others can be detached and moved from car to car. The Tacoma Narrows Bridge project will likely make both types available.

Does electronic tolling impinge upon the privacy of motorists?
Each transponder has a unique account number assigned to a motorist using this form of payment. Account numbers and personal data will be kept as confidential information in compliance with privacy laws.

What happens if someone drives through the toll plaza without paying?
It is possible to drive past the toll plaza without paying the toll. But by doing so, a driver may earn a visit from the Washington State Patrol. Currently, legislation is being drafted to contend with violators. The state departments of Transportation and Licensing and the Washington State Patrol plan to work cooperatively to enforce the toll, and, in some cases, assess fines. Ultimately, driving through the plaza without paying will trigger a camera to photograph the violator's license plate (front and rear). Violators will be identified by license number, sent a warning letter and, if they still fail to pay the toll, issued a citation.

Washington State
Department of Transportation

Referendum 51 Fact Sheet and Talking Points

- State ethics law restricts WSDOT employees and Transportation Commission members from promoting or opposing Referendum 51 with public facilities or resources.

- The department, as a responsible manager of public money, is developing contingency plans on how to move forward if the measure passes or fails. In my role as a WSDOT employee, I can provide factual and objective information about those contingencies.

- I am not allowed to use my time today to express an opinion on the referendum, so please don't ask me. Form your own opinion based on the information I share, or from information you gather from other sources.

Referendum 51 Transportation Investments (totaling $7.689 billion)		
State Highways	**$5,440 million** (details on projects can be found at http://www.wsdot.wa.gov/projects/r51/)	
City and County Roads	**$447 million**, distributed as follows:	
	Local Freight Projects:	$117 million
	City Direct Distribution:	$75 million
	County Direct Distribution:	$75 million
	Main Street Pavement Program:	$25 million
	County Corridor Congestion Relief:	$55 million
	City Corridor Congestion Relief:	$55 million
	Rural Economic Vitality:	$30 million
	School Safety Enhancements:	$15 million
Washington State Ferries	**$688 million**, distributed as follows:	
	Four Replacement Auto/Passenger Ferries:	$322 million
	Multimodal Terminals:	$173 million
	Passenger-Only Vessels and Terminals:	$51 million
	Vessel & Terminal Catch-up Preservation:	$100 million
	Passenger-only Operating	$42 million
Rail System Improvements	**$294 million**, distributed as follows:	
	Passenger Rail:	$166 million
	Freight Rail Assistance Program:	$95 million
	Improve Seattle to Everett Passenger Tracks:	$31 million
	Washington Fruit Express:	$2 million
Public Transportation	**$820 million**, distributed as follows:	
	Park and Ride Lots:	$80 million
	Commute Trip Reduction Grants:	$100 million
	Vanpools:	$40 million
	Rural Mobility Grants:	$75 million
	Paratransit:	$75 million
	Transit Direct Distribution:	$450 million

Referendum 51 Money Sources (Referendum goes to vote of people in November 2002)
9 cent gas tax, increased over two years (5¢ increase in 1/03, additional 4¢ increase in 1/04)
1% sales tax on new and used vehicle purchases
30% increase in gross weight fees for trucks weighing over 10,000 pounds

Washington State
Department of Transportation

OLYMPIC REGION FACTS

Olympic Region serves seven counties:

- Clallam
- Grays Harbor
- Jefferson
- Kitsap
- Mason
- Pierce
- Thurston

Olympic Region State Highway Miles

All Region State Highways
Centerline Miles = 1,103.10
Lane Miles = 2,832.06

State Highway Surface Types

Surface Type	Centerline Miles	Lane Miles
Bituminous Surface Treatment	133.16	267.72
Asphalt	607.80	1590.61
Concrete	33.98	175.84
Gravel	7.59	15.8

State Highway Functional Class

Class	Centerline Miles	Lane Miles
Rural principal arterial	427.05	988.23
Rural minor arterial	200.87	402.07
Rural collector	212.82	425.67
Rural interstate	20.10	93.30
Urban principal arterial	150.67	534.35
Urban minor arterial	48.34	129.83
Urban collector	7.87	16.08
Urban interstate	35.38	242.53

State Highway Bridges

Concrete	497
Steel	52
Wood	35
Total	**584**

State Highway Traffic Signals Operated by WSDOT

SR 3	13	Intersections
I-5	42	Intersections
SR 7	17	Intersections
US 12	7	Intersections
SR 16	16	Intersections
SR 20	5	Intersections
SR 99	3	Intersections
US 101	59	Intersections
SR 104	6	Intersections
SR 105	5	Intersections
SR 109	2	Intersections
SR 117	1	Intersections
SR 160	2	Intersections
SR 161	24	Intersections
SR 162	6	Intersections
SR 166	5	Intersections
SR 167	1	Intersections
SR 302	3	Intersections
SR 303	9	Intersections
SR 305	11	Intersections
SR 308	2	Intersections
SR 410	13	Intersections
SR 507	5	Intersections
SR 510	4	Intersections
SR 512	14	Intersections
SR 702	1	Intersections
SR 705	1	Intersections
Total:	**278**	**Intersections**

Top Five Causes of Highway Accidents (2000)

Excessive Speed	34%
Following too Close	18%
Failure to Yield Right-of-Way	18%
Driving Under the Influence	6%
Inattention	4%

Top Five Collision Types (2000)

Rear End	41%
Hit Fixed Object	17%
Entering at Angle	14%
Sideswipe	8%
Overturn	5%

Highway Accidents by Surface Condition (2000)

Dry Pavement	64%
Wet	30%
Ice	5%
Snow	1%

Licensed Drivers by County (February 2002)

Clallam	50,345
Grays Harbor	49,434
Jefferson	21,628
Kitsap	168,540
Mason	36,468
Pierce	486,614
Thurston	158,858

Licensed Motor Vehicles by County (February 2002)

Clallam	5,145
Grays Harbor	4,487
Jefferson	1,867
Kitsap	15,684
Mason	3,608
Pierce	43,405
Thurston	17,965

County Populations*

Clallam	64,800
Grays Harbor	68,500
Jefferson	26,100
Kitsap	233,400
Mason	49,600
Pierce	713,400
Thurston	210,200
Total Region	**1,366,000**

County/Incorporated City Populations*

Clallam	Forks	3,145
	Port Angeles	18,420
	Sequim	4,370
	Unincorporated	38,865
Grays Harbor	Aberdeen	16,490
	Cosmopolis	1,595
	Elma	3,050
	Hoquiam	9,035
	McCleary	1,445
	Montesano	3,325
	Oakville	680
	Ocean Shores	3,930
	Westport	2,150
	Unincorporated	26,800

Jefferson	Port Townsend	8,430
	Unincorporated	17,670
Kitsap	Bainbridge Island	0,740
	Bremerton	37,260
	Port Orchard	7,810
	Poulsbo	6,965
	Unincorporated	160,625
Mason	Shelton	8,470
	Unincorporated	41,130
Pierce	Auburn *part*	565
	Bonney Lake	9,980
	Buckley	4,330
	Carbonado	650
	Dupont	2,855
	Eatonville	2,040
	Edgewood	9,220
	Enumclaw *part*	0
	Fife	4,820
	Fircrest	5,890
	Gig Harbor	6,485
	Lakewood	58,190
	Milton *part*	5,005
	Orting	4,015
	Pacific *part*	145
	Puyallup	33,900
	Roy	260
	Ruston	740
	South Prairie	430
	Steilacoom	6,085
	Sumner	8,585
	Tacoma	194,500
	University Place	30,190
	Wilkeson	417
	Unincorporated	323,996
Thurston	Bucoda	635
	Lacey	31,600
	Olympia	42,530
	Rainier	1,485
	Tenino	1,460
	Tumwater	12,770
	Yelm	3,420
	Unincorporated	116,300

**** Source: Washington State OFM Estimate 2001***

Washington State Department of Transportation

White River Amphitheatre: Frequently Asked Questions

How could WSDOT allow this project to go forward?

WSDOT's sole jurisdiction is access permits to the amphitheatre site. These permits allow a property owner to construct connections between their property and the highway. State law gives property owners the right of reasonable access to highways. The department does not have the authority to withhold access permits based on broader highway inadequacies. WSDOT does, however, work with property owners and local communities to make highways work as safely and efficiently as possible.

Why can't WSDOT deny the access permits?

State access management laws provide right of access for properties that abut state highways. WSDOT's only role is to ensure that access is suitable for the proposed use and does not adversely affect the safety, operations, and maintenance of the highway. Federal, state and local courts have ruled that state and local land use and environmental regulations would not apply to the proposed facility because it sits within the Muckleshoot Reservation.

Why was the state EIS limited to transportation issues?

WSDOT is the lead State Environmental Policy Act (SEPA) agency on the project environmental impact statement (EIS) for the amphitheatre. WSDOT does not have SEPA authority beyond transportation issues.

In addition, federal, state and local courts have ruled that state and local land use and environmental regulations would not apply to the proposed facility because it sits within the Muckleshoot Reservation. Federal agencies have environmental permitting authority under the National Environmental Policy Act.

The Draft EIS underestimated traffic volumes and accidents. Was this concern addressed in the Final EIS?

Yes. Transportation analysis was updated in the Final EIS. An independent consultant hired by WSDOT reviewed the traffic analysis to ensure its accuracy.

What impacts will the amphitheatre have on local highways?

As outlined in the State EIS, on event days the amphitheatre will significantly increase nearby traffic volumes and congestion.

Are any highway infrastructure improvements planned to deal with the huge increase in volumes expected on event days at the Amphitheatre?

The concert promoter has agreed to pay for a number of improvements on SR 164 in front of the amphitheatre site. These include:

- left- and right-turn lanes at Southeast 400th Street, Southeast 404th Street, and Southeast 408th Street
- street illumination
- widened shoulders

What other measures are planned to reduce traffic impacts?

As mentioned above, the concert promoter will operate shuttles from the Auburn SuperMall. The shuttles will be given priority in entering and leaving the amphitheatre site, which should be an incentive for concertgoers who might otherwise choose to drive.

The concert promoter also will pay for the additional law enforcement staff needed to provide traffic control at intersections leading to the site, along with temporary signs and traffic cones. Funds are also earmarked for emergency response staff and equipment.

The Traffic Management Plan also calls for providing advance event schedules to nearby residents, farmers, businesses, and nearby communities.

WSDOT also expects event traffic to be balanced by the utilization of all three major routes to the proposed amphitheatre site:

- from the west and north via SR 164
- from the east and north via SR 169
- from the south via SR 410

What happens if a medical emergency occurs when SR 164 is gridlocked due to a concert at the amphitheatre?

SR 164 connects Enumclaw Plateau residents to area hospitals. The traffic management plan in the project EIS anticipates the need for emergency vehicle access. According to the plan, local emergency service providers will be advised of the event schedule, emergency vehicles will be given priority service, and traffic control personnel at affected intersections would immediately stop all traffic to clear a lane for emergency vehicles. King County airlift services will also be available.

Isn't there a danger that traffic on SR 164 could back onto SR 18?

Yes, vehicles traveling from eastbound SR 18 to SR 164 could back up onto SR 18. WSDOT will work with Washington State Patrol to review highway operations at this location. Efforts to reduce this impact could include uniformed officer traffic control at the exit ramp.

What will keep concertgoers from parking on nearby streets?

The following measures will prevent street parking:

- the concert promoter will include free parking with each ticket and provide enough on-site parking to accommodate the expected demand
- local police and Washington State Patrol will enforce no parking zones along highways and roads near the site
- the concert promoter will operate shuttles from the Auburn SuperMall on concert days
- approximately 780 off-site parking spaces will be available

Who's going to pay for traffic mitigation services?

The concert promoter will levy a 1.8 percent tax on gross ticket sales at amphitheatre events. This revenue will go to the White River Amphitheatre Off-Site Community Mitigation Fund, which will offset costs incurred by governmental agencies and local services. The Muckleshoot Tribe will manage the fund.

What will happen if efforts to lessen traffic impacts don't work?

WSDOT will work with Washington State Patrol, King County, and the cities of Auburn and Enumclaw to review operations and make recommendations for improvements.

Where can I send comments about non-transportation related amphitheatre issues?

Please send comments to:

June Boynton, Environmental Coordinator
U.S. Department of the Interior
Bureau of Indian Affairs
Northwest Regional Office
911 N.E. 11th Avenue
Portland, OR 97232-4169
Telephone (503) 231-6749
Fax (503) 231-6791